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ABSTRACT

Initially developed for training parent committees and school personnel, the manual can be used to train parents and tribal officials in the development, management, implementation and evaluation of Indian education programs. Identifying the compliance of rules and regulations for funding sources such as Johnson-O'Malley, Elementary and Secondary Education Act--Title I, Title IV of the Indian Education Act, and P.L. 94-142 (Education of All Handicapped Children Act), an overview of supplemental programs emphasizes application and program development, parent committees, and roles and responsibilities using these funding sources. Sections discuss cultural and multicultural concepts as an instructional part of education; the procedure cycle for program development; the process for conducting a community needs assessment; program planning; program implementation (time lines, strategies, and budgetary considerations); effective meeting management; effective ways of conducting parent committee meetings, assessing their training needs, and recruiting parents; and program evaluation (purpose, process, design, final report, and findings). The manual includes a sample lesson plan; ideas for cultural development; techniques for story telling; and suggestions on the physical setting for a meeting, preparing an agenda, conducting the meeting, monitoring program activities, and group decision-making process. Forms used throughout the procedure cycle for program development are appended. (ERB)

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INDIAN EDUCATION

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A MANUAL FOR PROGRAM MANAGEMENT

[1980]

TO BE USED:

- For Training of Parent Committees
- For Training Parents, Tribal Officials and School Personnel
- In the Development, Management, Implementation and Evaluation of Indian Education Programs

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EDUCATIONAL SYSTEM PLANNING, INC.

ABOUT THE ORGANIZATION

Educational System Planning, Inc., is an independent consulting firm serving EDUCATION, BUSINESS, AND GOVERNMENT. It was established in 1974, and specializes in services to INDIAN ORGANIZATIONS, TRIBAL GOVERNMENT, AND INDIAN EDUCATION.

Experience and expertise related to Indian programs includes the following:

PROGRAMS FUNDED BY THE FEDERAL GOVERNMENT

- **Johnson O'Malley:** Program development and contracting requirements under P.L. 93-638 for Tribal Governments, Indian Organizations, and School Districts (LEA).
- **Title IV, Part A. Indian Education Act:** Technical assistance to public schools and parent committees for meeting program requirements.
- **ESEA Title I:** Technical Assistance in program development and compliance for school districts, School Advisory Committees, and Indian schools.
- **P.L. 94-142, Special Education:** Training for parents on rights and responsibilities, program development, and staff training.

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- Grantsmanship: Program Development, Needs Assessment, Goals & Objectives, Implementation Strategies, Evaluation Design

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- Technical Assistance for 93-638: Programs for Strengthening Tribal Government, Evaluation of BIA services, Personnel Systems, Fiscal and Program Management
- Community Involvement: Service and Manpower Needs, Economic Development, Elections, Leadership, Committees, Grants & Programs. Adult Education and Community Education programs.

ABOUT THE STAFF

EDUCATIONAL SYSTEM PLANNING, INC., IS ADMINISTERED BY A TEAM OF DIRECTORS each with experience, training, and expertise in specific service areas. To serve the varied and specific programs the directors manage a pool of 20 Field Consultants including 8 Native Americans each with their own highly skilled specialty area.

SAL GELARDI, MA Administration

- President of Educational System Planning, Inc., and Director of Management and Administration. Previously an elementary school principal reinforced by 7 years teaching experience at the elementary and secondary levels. As a college instructor he has developed and taught special courses for Indian programs based on his own Native American developments. He has personally provided training and technical assistance for hundreds of Native American Programs. These services include a two year MBO training program for BIA personnel at the Area and Agency level; college training of Native American Technical Assistants for Johnson O'Malley programs: development of an Indian Community Career Center; workshops and training for Strengthening Tribal Government under P.L. 93-638. Mr. Gelardi is the author of many manuals and guides for Indian programs including: JOHNSON O'MALLEY, A MANUAL FOR PROGRAM DEVELOPMENT (1976 & 1978); JOHNSON O'MALLEY SUPPLEMENT, A MANUAL FOR MANAGEMENT & EVALUATION (1978); INDIAN EDUCATION, A MANUAL FOR PROGRAM MANAGEMENT (1980), and THE AIDE IN INDIAN EDUCATION, (1980).

JACK WARD, MA SYSTEMS TECHNOLOGY

- Vice president of Educational System Planning, Inc., and Director of Special Education. As an Assistant Superintendent for a County Office of Education, he served as the director of Special Programs, Personnel Manager, and Coordinator of State and Federal Programs. Specialty areas include: Computer Systems design, Personnel Management, Curriculum design, Evaluation & Research, Media & Resources, and Special Education. As an expert in Special Education, Mr. Ward has provided training and inservice for staff and administrators on P.L. 94-142; He has personally authored several Master Plans for special education and has developed a Manual and Training Kit for Special education programs.

LOUISE MILLER, MA EDUCATION (Yurok Tribe) (doctoral candidate)

- Associate, and Director of Indian Services. Experience includes teaching in Early Childhood Education through grades 3, and college level instruction in the areas of curriculum development, educational philosophy, and Native American Studies. She served as the supervisor of student teachers and director of the Native American teacher training program. As a member of the Yurok tribe she grew up with the Native American culture in Northern California. Mrs. Miller is recognized as a leader in the area of Indian Education serving State and National task forces in the field of Education. For the past 6 years (1973-1979), she served as the Area Education Administrator for the Bureau of Indian Affairs, Sacramento with special assignments in Washington D.C. on education issues. Specialty areas are government rules and regulations, curriculum, and program development. As a member of Educational System Planning she has developed the HANDBOOK FOR PARENT COMMITTEES and co-authored the AIDE IN INDIAN PROGRAMS, AND INDIAN EDUCATION, A MANUAL FOR PROGRAM MANAGEMENT.

INDIAN EDUCATION PUBLICATIONS

THE AIDE IN INDIAN PROGRAMS

A guide for teachers and their aides in programs serving Indian students. This document can be used for training aides or as a guide in daily teaching activities. Designed for Parent volunteers, tutors, project aides and their teachers. The aide is presented as a teacher, a friend, a role model, someone who can help. The aide is a common ingredient of education, and when properly prepared the aide becomes an essential resource to Indian Education.

Assessing and providing for the special needs of the Indian student is facilitated through a variety of techniques and tools. Learning styles, self concept, attitudes, and culture are presented as methods for reading, language, and math. Mini lessons, story telling, and field trips are included as preplanned and organized lessons with a purpose.

Aide management techniques and instruments increase the efficiency and effectiveness of teaching. Roles, responsibilities, and tasks are controlled through proper planning, time, and service records.

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Cost $18.50

HANDBOOK FOR INDIAN PARENT COMMITTEES

This handbook is designed to acquaint parents with the effort of Congress to involve parents in a key role, at the local level, in educational programs that serve their children.

It identifies parent committee roles and responsibilities, "how to" tips on establishing and maintaining the committee organizational structure, with suggestions for recruiting and training committee members as well as education of parents not serving on the committee.

There is provided a structure for committee management including: by laws, agenda development, leadership, decision making, and how to conduct a meeting successfully.

The handbook also outlines the responsibility of the local education agency in assisting the Parent Committee to accomplish their functions and role as required by regulations.

A special section on "Parents as Educators" covers classroom activities for parent volunteers as well as tips for home instruction.

This handbook is produced in an attractive magazine format that is easy to handle and easy to read. It should be made part of every Parent Committee's resource library.

Cost $16.00

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ABOUT THIS MANUAL

This manual is to be used as a guide and a resource in **Planning, Management** and **Evaluation** of educational programs and services for Indian children. The manual focuses on Johnson O'Malley and Title IV, Part A, of the Indian Education Act. It contains information on other sources including: Special Education (P.L. 94-142); ESEA Title I; Self Determination (P.L. 93-638); and P.L. 95-961 Title XI Impact Aid (P.L. 81-874).

Emphasis is placed on Application and Program Development; Parent Committees; and Roles and Responsibilities. Occasionally references are made to the "Rules and Responsibilities. Occasionally references are made to the "Rules and Regulations," while the intent of this document is to provide tasks, procedures, suggestions, and forms to satisfy the requirements set forth in the regulations.

Parent Involvement and Program Development is approached as an intergral part of education rather than a provision of the law. The authors believe that children and adults alike learn by experiences, this manual is designed to bring about those experiences. The document was originally developed as part of a training program for Parent Committees and School personnel. Through several revisions and additions the Manual is now recognized as the single most comprehensive document for Indian education programs. It can be used independently by the Local Education Agency, Contractor, and Parent Committee as a resource, guide, or training instrument.

The examples, suggestions and forms, most of which are currently used by Indian programs, are based on years of development and testing. Specific sections and instruments can serve a resource need while the document itself can be used as a comprehensive training program and guide for Parent Committees, School Districts, and Contractors of Indian programs.

1.0 INTRODUCTION

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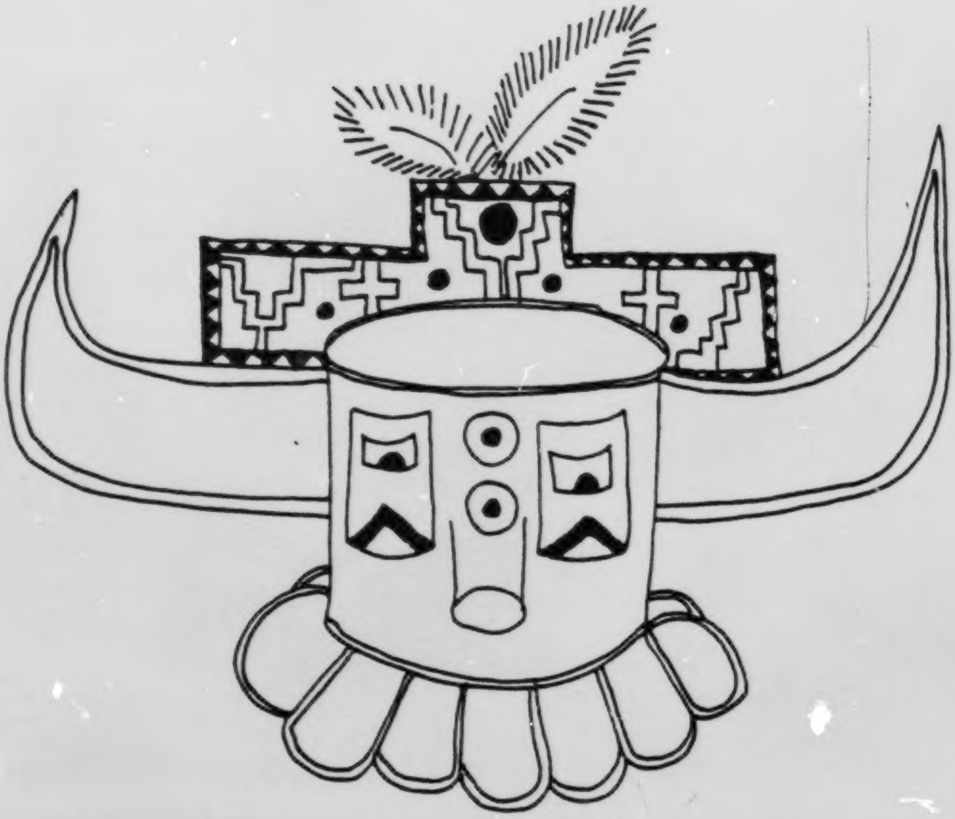


SUPPLEMENTAL PROGRAMS

OVERVIEW

A supplemental Education Program must provide services that are above and beyond those services that are provided by the public school system. Supplemental Programs are funded to provide additional services to specific populations of students which serve as an "equalizer" for these populations. Movies for these Supplemental Programs are made available through State and Federal legislation.

Supplemental Programs can be designed through three basic elements: TIME, TYPE, and INTENSITY.

TIME: Additional time can be provided to qualified students through extended services and personnel. For example, an Indian student may receive 40 minutes of reading instruction through the school district and an additional 20 minutes through the Supplemental Program.

TYPE: Indian students may receive a different type of program than that offered by the school district that will require specific materials, services, and equipment. For example, program participants may benefit from low level/high interest reading materials, resource centers, field trips, and audio visual equipment not available through the district program.

INTENSITY: A combination of additional personnel, specialized curriculum, and suppoort services can be used to intensify instruction to Indian students. For example, the program may provide training for Parent Committees, Parents, and district personnel, allowing them to work more effectively with the Indian children. Specific assessments, Individual Education Plans, and detailed record keeping can increase the Intensity of instruction.

SUPPLEMENTAL PROGRAMS The Public School System is responsible for the basic education of all children. It is not the purpose to assume that responsibility for Indian students. A supplemental program provides services and resources above and beyond those provided by the Public School System in an effort to meet the unique and special needs of Indian students.

The diagram on the following page illustrates the "Supplemental Service" concept.

PUBLIC SCHOOL DISTRICT: Responsible for the basic education of all students in compliance with the education code of the state. This includes the necessary teaching staff, classroom space, and curricular materials and supplies for that basic education. The school board, composed of elected community members, is the primary policy and decision making body. Funds are provided through local and state taxes.

TITLE I: Title I of the Elementary Secondary Education Act provides supplemental services to underachievers, with the intent of raising their achievement level. A School Advisory Committee composed of a majority of parents of children in the program and school personnel participates in program planning, implementation, and evaluation. Federal funds are distributed to school districts by a formula based on welfare and several other factors.

TITLE IV: Part A of the Indian Education Act provides funds for programs designed to meet the educational needs of Indian students. A Parent Committee composed of Indian parents, school personnel, and students participate in program planning, implementation, and evaluation. Federal funds are distributed to school districts by formula based on the number of Indian Students.

JOM: Funds made available by the Johnson O'Malley Act provide supplemental services to certified Indian students of one quarter or more Indian blood. Programs are designed to meet the unique educational needs of this specific population. An Indian Education Committee composed solely of parents of qualified students participate in program development, implementation, and evaluation. Funds are administered by the BIA on a contract basis with school districts, Indian organizations, and Tribal Governments. Funds are allocated to the contractor by a formula based on the number of qualified Indian students and the state's expenditure for education.

P.L. 94-142, Special Education: Through this Federal legislation, funds have been made available for the education of all school age children with exceptional physical, behavioral, or learning needs. The law calls for a "Search", Assessment, and Individual Education program which is developed in cooperation with parents. Parent and student rights are provided for by this law.

NOTE: *It is both possible and likely for an Indian student to receive services from all of these supplemental programs. It is also possible for a parent to serve on all these committees. Indian parents serving on these committees must consider the GOALS of the Indian community when designing programs for these supplemental funding services. In addition, the Indian community should encourage the local school board to consider Indian community goals for district program.*

COORDINATION AND ARTICULATION

Rules for Coordinating Funds

While there admittedly are ways to deal with the situation described in the anecdote, the story does point out the difficulties which school personnel encounter when they attempt to develop coordinated programs which draw upon funds from several sources. Several basic rules are proposed to help educators find their way through the maze of fiscal regulations.

Rule number one is to remember that nearly all funding programs do, despite their restrictions, leave a great deal of latitude to the local school. In order for the school to take advantage of this, it is essential that some official — such as a project director — become thoroughly familiar with the law and program regulations under consideration. Factual knowledge, combined with an assertive attitude about local rights which maintains that anything which is educationally sound and not expressly prohibited is permissible, will greatly add to the degrees of freedom available at the local school.

A second fundamental axiom is that one should move from the general to the specific when allocating funds. Thus, for example, district base program funds are allotted first to schools; following this, Title I; Title IV, Part A; Johnson O'Malley; and P.L. 940142 could be added for each student. The illustration below depicts how this might be accomplished.

Situation

A school district which spends $1600 per pupil for every pupil receives supplemental funds from Title I, J.O.M., Title IV, and P.L. 94-142. According to the grant formula and district policies the following level of services (in dollar amounts) are provided for students qaulifying for these services. (EXAMPLE-actual funding amounts vary)

Funding Source	Service Amount
District Base Program (all students)	$1600.
ESEA Title 1	$ 400.
Indian Education, Title IV, Part A	$ 150.
Johnson O'Malley	$ 175.
P.L. 94-142, Special Education	$ 150.

POSSIBLE FUNDING LEVELS

District	Title 1 District	Title IV Title I District	JOM Title IV Title I District	P.L. 94-142 JOM Title IV Title I District
1600	2000	2150	2325	2475

Anecdote

There is an anecdote making the rounds about a teacher who decided to use Title I funds to rent a film to show her Title I pupils. Since it would not cost any more to increase the size of the audience she planned to allow non-Title I pupils to watch it, but was told this would violate Title I regulations against using Title I resources with non-target pupils. She then tried to prorate the rental cost between Title I and district funds, only to learn this constituted supplanting. Deciding to exclude the non-Title pupils, she was next accused of isolating and segregating the disadvantaged. Cancellation of the film led to charges of neglecting the special needs of project participants. The teacher was last seen investigating provision for early retirement.

ARTICULATION OF PROGRAMS WITHIN SCHOOLS

Overview

Recent judicial and legislative decisions have led to an increasing number of special programs. In California today it is possible for a school administrator to be involved with:

●Title I	Federal Disadvantaged
●Title IV-B	Federal Library Resources
●Title IV-C	Innovative Programs
●Title VII	Federal Bilingual
●Title IV, Part A	Indian Education
●PL 93-638	Johnson O'Malley-Indian Education
●PL 94-142	Federal Handicapped Program
●PL 81-874	Impact Aide
●State Bilingual	
●State Special Education	
●State Indian Education	

These in fact represent just a few of the many laws/programs impinging upon the local school. Since this is so, the case for articulation among programs needs little supporting evidence.

How to Articulate Programs

Given the wide variety of programs, each of which seems to spawn its own morass of regulations and paperwork, one might wonder if articulation were indeed possible. The position taken here is that it is for three reasons.

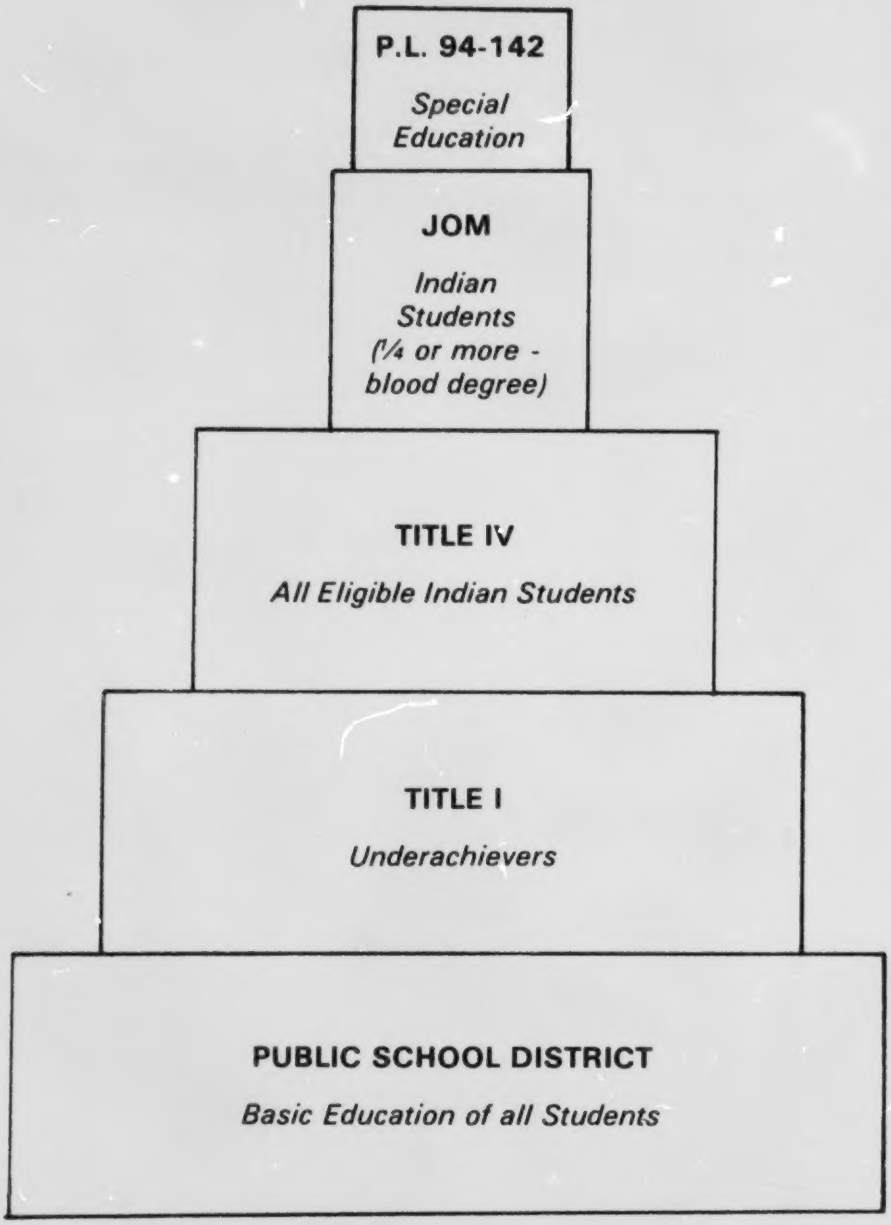
The first of these reasons is that while any give law or set of program regulations does contain much detail, educators are still in fact left with considerable flexibility regarding implementation, whether they are aware of it or not.

Second, it is possible to articulate among programs because the majority of them seem to rely upon a common set of basic processes. Included among these are cooperative efforts involving staff and an advisory group, systematic planning based upon the assessment of needs and the setting of objectives, and accountability which includes both program evaluation and fiscal monitoring. It is possible for schools to run several programs concurrently even if their content varies so long as the processes are compatible, just as it is possible for 100 million citizens to vote in thousands of local, state, and Federal elections all on one day.

Third, articulation among programs is possible because they can be placed along a continuum from broad to narrow. At one end are those which deal with all students and the whole range of their needs; at the other are those which are targeted upon the specific problems of certain identified sub-groups.

The general rule to be followed to to begin with the broadest program, to follow the common processes required of all programs, and to take full advantage of the latitude allowed by law when developing program activities.

SUPPLEMENTAL PROGRAMS


P.L. 94-142
Special Education
JOM
Indian Students (¼ or more - blood degree)
TITLE IV
All Eligible Indian Students
TITLE I
Underachievers
PUBLIC SCHOOL DISTRICT
Basic Education of all Students

The law requires that supplemental service programs (funding sources) maintain their own identity and provide for a separate audit trail. These services must be identifiable as "ABOVE and BEYOND" those services which comprise the basic education of the LEA. Furthermore, where more than one supplemental funding source is available to the Indian children served, each source must maintain its own identity, and each must increase the level of service to the population served.

Most states maintain supplemental programs for specific populations that are in addition to those provided through Federal legislation. Programs for under achievers, bilingual, Early Childhood Education, and Gifted are among the most common.

It is conceivable that an Indian child would be served by four (or more) separate funding sources all of which are supplemental to the programs of the LEA.

COORDINATION AND ARTICULATION of these programs provide for the most efficient and effective services to the Indian student. In addition, most supplemental sources require Parent Committees and Parent involvement comprised of Parents, community, and School personnel. Through well planned and coordinated efforts these individuals can serve dual roles and multi purposes thereby more effficiently utilizing the persons and resources available to an LEA.

EXAMPLE

An Indian child qualifies for and receives services from:

ESEA - Title 1
Title IV, Part A Indian Education
Johnson O'Malley
P.L. 94-142

ESEA Title I: The child receives an additional 20 minutes per day instruction in reading by a reading specialist paid for through Title I money. The reading specialist assesses the child weekly, maintaining daily records of progress, and plans on a weekly basis with the regular classroom teacher.

Title IV, Part A: A Native American classroom aide paid for out of Title IV funds assists the teacher in the child's daily instruction. The aide develops culturally related activities using materials and supplies provided by Title IV. Field trips for Indian children are also part of the Title IV program.

Johnson O'Malley: A Resource Coordinator paid for by Title IV, and JOM coordinates program records; organization of materials and supplies; an Indian learning center; and a Parent volunteer program for Indian children. Weekly training for parents and teachers is provided by JOM. The coordinator meets with each parent on a monthly basis to develop home activities for reading. Needed audio visual equipment is made available to the regular teacher by JOM funds.

P.L. 94-142: Special Education: A speech therapist works with the Indian child 3 times a week as part of an Itenerate program.

This example illustrates that the coordination of multifunded programs is meeting both culturally related and academic needs of an Indian child.

1. Additional **time** is provided to each child through an aide and speech therapist.
2. A different **type** of instruction includes cultural classroom activities, field trips, and special materials.
3. The **intensity** of instruction is increased by volunteers, training, home activities, more complete and detailed assessment and records.
4. Each funding source maintains its own identity in terms of personnel and service.
5. The programs are coordinated with the district effort through the regular classroom teachers and a coordinator.
6. Services focus on Language arts and are enriched with cultural support, materials, and activities.

CATEGORIES OF SUPPLEMENTAL PROGRMS

An Enrichment Program:	provides for a fuller, more complete education through additional equipment, learning centers, aides for individual assistance, and field trips for broadened experiences. Attitudes and self-concept are enhanced through these enrichment activities.
A Support Program:	provides support services for already existing programs. Aides and parents provide assistance to Indian students in carrying out school programs. parent activities, community functions, and staff development expand awareness, knowledge, and understanding of the educational programs.
A Remedial Program:	provides special learning tools, curriculum, and materials to help students who are behind. Special classes, tutors, and counselors contribbute to the resources available to Indian students. Learning games and kits and high interest activities make learning easier for those having difficulties.
An Innovative Program:	provides funding to try out new ideas, creative approaches, and alternative systems. Locally developed curriculum, cultural activities, and Tribally administered programs are all searching for a better way to meet the unique and special needs of Indian students.

INDIAN EDUCATION

— Supplemental Programs and Services —

The following outline identifies the allowable uses for Indian Education grant programs.

1. The planning and development of programs designed to meet the special educational needs of Indian children.
   - —Curriculum, lessons, and programs
   - —Design, development, production of materials
   - —Mini lessons, contracts, special activities
   - —Teaching tools, instruments, and techniques
   - —Hiring specialists for these tasks
   - —Research and visitation activities
   - —Design and development of methods
   - —Special activities and tasks for aides, parents and auxiliary personnel
   - —Organization of materials and equipment, into units, lessons assignments, and programs
   - —Development of Indian student goals, objectives, and competencies, educational plans
2. Minor remodeling of classroom or other space used for special Indian programs.
   - —Construction of walls, partitions, or facilities in classrooms for learning centers, study areas, cultural displays, etc.
   - —Construction of storage space and facilities for special equipment, materials and supplies
   - —Upgrading of rooms, portable units, and facilities for Indian education that otherwise would not be suitable for instruction.
3. Instructional materials and supplies
   - —Library books related to Indian needs, cultural studies and activities
   - —Textbooks needed to carry out special assignments or programs
   - —Low level, high interest reading materials
   - —Games, kits, and manipulatives needed and related to the Indian program or assessed needs
4. The acquisition of equipment specially designed or necessary to meet the special educational needs of Indian children. (Equipment that is used by Indian children, for Indian programs, that would not be purchased by the LEA without supplementary funds)
   - —Equipment related to psychomotor development, gross motor and fine motor skills, physical development and coordination
   - —Audio Visual equipment related to and needed to carry out Indian programs and activities such as tape recorders, record players and video tapes.
   - —Science, Career, and Culturally related equipment for research, skill development, and displays associated with the Indian program.
5. Preservice and inservice training programs for persons serving Indian children as educational personnel; Programs, training, and professional materials designed to upgrade the knowledge, awareness,

understanding, and skills of such personel.
—Contracted services and consultants for staff development programs and activities
—Training on assessment tools and techniques of Indian children
—Orientation to teachers, aides, and support personnel on the Title IV program design, goals, objectives and activities.
—Training on assessment tools and techniques of Indian children
—Orientation to teachers, aides, and support personnel on the Title IV program design, goals, objectives and activities.
—Training related to policies of the board, by-laws of the parent committee, and rules and regulations.
—Parent education and training on home activities and instruction, school programs for Indians, and roles and responsibilities
—Staff and Parent Committee visitation to exemplary and model programs.

6. Dissemination of information related to the Indian education programs.
—Schedules and minutes of committee meetings
—Evaluation results of programs serving Indians
—Educational programs and services for Indian children
—Significant activities, visitations, and field trips
—Culturally significant information related to the program
—Policies and procedures of the governing board or parent committee
—Meetings, and education sessions designed to create an awareness and understanding of the programs serving Indian children
—Development and interpretation of bilingual and bicultural information
—Development and production of parent handbooks, guides, and brochures related to Indian programs

7. Special health, nutrition, and auxiliary services which meet the special health, social and psychological problems of Indian children.
—Special lunch programs and meals for needy Indian children
—Testing, diagnosis, and assessment related to special needs of Indians
—Special counseling and guidance services
—Parent information and education on special services

8. The development and implementation of educational services and programs designed to improve educational opportunities for Indian children where such programs are not available in sufficient quality or quantity. Culturally based and academically related enrichment activities.
—Remedial and compensatory instuction in academic areas
—Programs and services designed to reduce drop out and to assist and encourage Indian children to enter, remain in, or reenter elementary or secondary school
—Special career and vocational education programs
—Aides, tutors, counselors and auxiliary personnel for Indian children needed to increase, intensify, and improve already existing programs of the LEA.
—Programs and services for handicapped Indian children
—Field trips and visitations to special sites, colleges, museums
—Development and support of clubs, groups, and special activities leading to self identity and full participation in school programs
—Special displays, art projects, and activities designed to promote cultural awareness and understanding
—Guest speakers, community programs, and projects designed to promote the knowledge and understanding of the Indian culture

9. Materials, supplies, equipment and programs that promote and allow Indian participation in school programs/extracurricular activities to the same level as the non-Indian students.
—Physical education clothing, supplies, and equipment
—Band instruments, class rings, special clothing
—Meals, travel, and lodging for field trips, visitations, camps, science fair, and similar activities
Science projects, research, and special studies

10. Program administration and Management
—Secretarial staff for typing duplication, and related tasks of program management
—Clerical personnel for filing, record keeping, and maintenance of inventory
—Project director for program management, leadership, and coordination
—Evaluator and evaluation related services
—Overhead for phone, office, duplication and other necessary and related administrative costs.

MULTICULTURE & CULTURAL EDUCATION

Culture is defined in *The American College Dictionary* as "the sum total of ways of living built up by a group of human beings, which is transmitted from one generation to another". Culture then includes dress, language, religion, economics, social practices, values, and education. It is acquired after birth rather than being inborn. Edward T. Hall in *The Silent Language* proposes that culture is "a form of communication" and again ". . . a mold in which we are all cast, and it controls our daily lives in many unsuspected ways." Culture is a part of every man.

The culture of a people reflects the common core of values accepted by the group and which gives meaning to their way of life. This particular way of life has preserved and best served the group and the individuals in the group. This culture has been transmitted by respected and sanctioned persons of the group; of which all members identify with their heritage. This brings a feeling of self-worth. It follows that all cultures are valid. Essential to teaching and more especially to cross-cultural education is the fact that teachers recognize this validity.

Possible differences and advantages of such divergent cultures as "Indian" and "Anglo" have long been neglected. Attention has been paid to **conventional behavior** as if it existed without reference to culture and considering the person who does not know such facts as an ignoramus. What, in many instances, has been overlooked is that it is an equally dangerous shortcoming to be ignorant of cultures other than one's own.

Every person considers his language as his most valuable and individual possession. Each of us clings to and enjoys that language. It is the "tool" by which we "reason". If a teacher takes the attitude that his student is "suffering" culturally and that the student's environment is inadequate for his rearing, that teacher is confusing language as a communicative process.

As a product of his society, the Indian child is taught all he needs to know to subsist in his own society. The teacher then should try to help him to adjust in a culturally **different** society.

It must not be a belief of the teacher that the child's experiences are slight, that his home is devoid of educational material, and most of all, that because he speaks another language and **only** that language, that he must be unfortunate simply because he does not function in the teacher's world. This is the concept, the fallacy, termed "cultural deprivation".

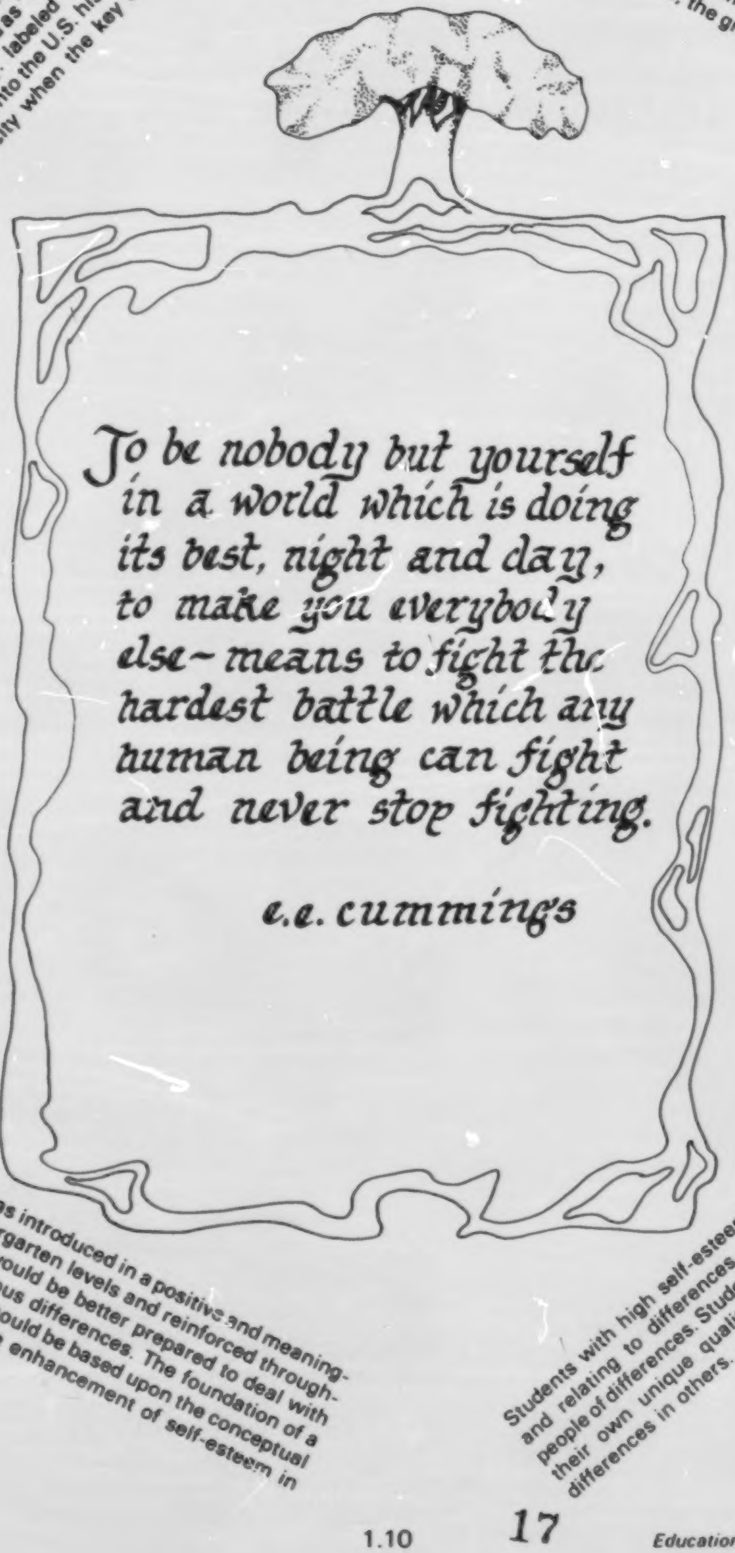
This section of the manual deals with cultural and multicultural concepts as an **instructional** part of education based on specific, concrete, and sequential skills and concepts. The random acknowledgement of certain cultural factors is not an academic approach to multicultural education.

> *For too long, schools have dealth with multicultural education in the pattern of ethnic days and ethnic festivals. Ninety percent of the ethnic days and festivals are comprised of ethnic food and ethnic music. The logical result from a program where a foundation of learning is based upon food and music will be "fat kids that can dance". Where is the academic growth of such ludicrous and tokenistic approaches?*
>
> *Multicultural education should provide for the understanding, appreciating, respecting, and accepting of all the inherent "differences" that permeate throughout all cultures.*

To accomplish the desired results for multicultural education specific goals, objectives, and activities must be included in total curriculum as a continuous part of the Instructional program. Cultural activities, dances, foods, and holidays then become activites for the more global understanding of "differences" and "values". A sample lesson plan as well as suggested cultural activities is found at the end of this section.

We in education have historically attempted to resolve our so-called "ethnic problems" with programs labeled as "ethnic studies". We have initially done two things incorrectly: labeled a component "ethnic studies" rather than integrating it into the U.S. history curriculum and relegated the problem to ethnicity when the key concept is that of "differences".

The concept of conformity has been institutionalized within our system, thus **anyone** of difference will be confronted with painful experiences. The more obvious the difference, the greater the frequency and intensity of pain.



To be nobody but yourself
in a world which is doing
its best, night and day,
to make you everybody
else—means to fight the
hardest battle which any
human being can fight
and never stop fighting.

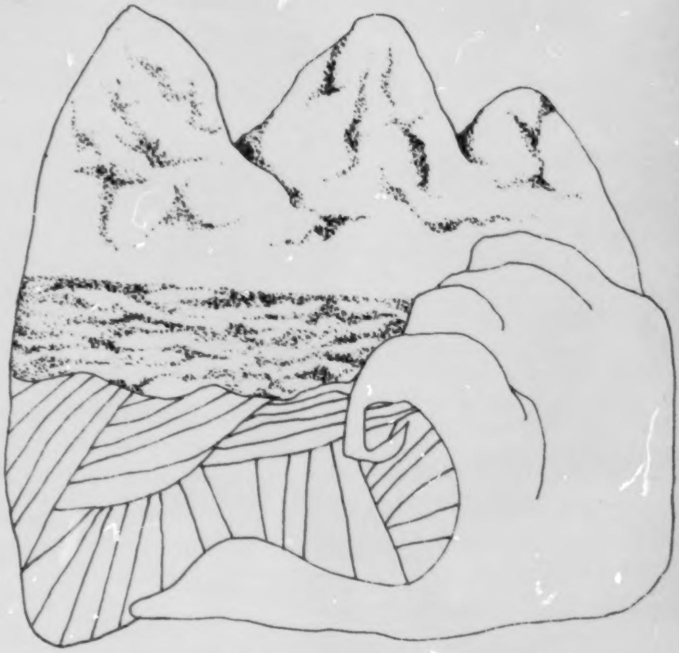
e.e. cummings

If the concept of differences was introduced in a positive and meaningful way, at the preschool-kindergarten levels and reinforced throughout the grades, then students would be better prepared to deal with racial, ethnic, cultural, and religious differences. The foundation of a multicultural education program should be based upon the conceptual velopment of differences and the enhancement of self-esteem in ngsters.

Students with high self-esteem, and a firm background in analyzing and relating to differences, develop fewer conflict situations with people of differences. Students who can internalize and feel good about their own unique qualities can more meaningfully appreciate the differences in others.

Differences

1. Differences are extremely important and necessary.
2. Differences exist in all areas and ways of life.
3. Differences can be seen in animals — some fly, some swim, some crawl.
4. Differences can be seen in houses — some are two stories, some have three bedrooms, some are orange, some are brown.
5. Differences can be seen in human physical characteristics — color of hair, color of eyes, color of skin, height and weight differences.
6. Differences are noticeable in languages that are spoken — English, Spanish, Chinese, Tagalog.
7. Clothing is different for all individuals.
8. Food is different for individuals — some people like fish, some people like beef, some people lkike chicken, some people like vegetables.
9. Music is different for individuals.
10. Color preferences are different.
11. Activities individuals prefer are different.

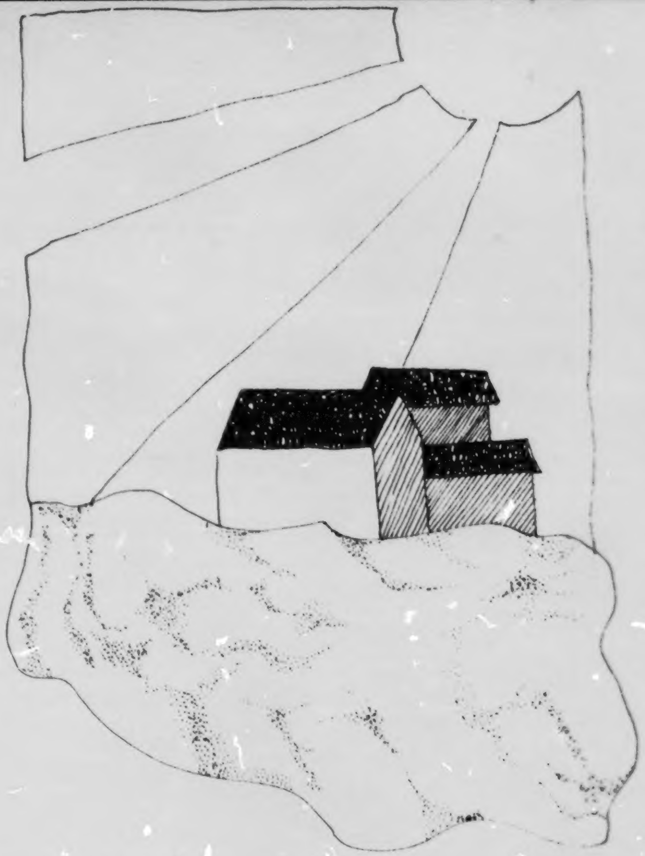


Differences and Similarities

1. There are many important areas that reflect differences, yet there are equal amounts that reflect similarities.
2. Every individual has feelings.
3. People are all different in some ways yet similar in others.
4. People have different colored eyes, but they they all have the same number of eyes (two).
5. All people have skin but they are all of a different color.
6. Individuals all have hair but the length, texture, and color are all different.
7. People may eat different foods but they all must eat to survive.
8. Animals are also very different and yet similar.
9. All fish are found in the water but they do not all look alike.
10. All birds have feathers but the feathers are different colors.
11. Families are all different and similar.
12. Families have different numbers of people but all families are concerned about the well-being of each other.

Family and Community

1. Families are all different and yet similar.
2. Families may have different numbers of people but all families have similar concerns about the well-being of each other.
3. Families may speak different languages at home.
4. People need to receive love and recognition in the family and outside the family.
5. Birth or adoption determine our families.
6. Communities are all different and yet similar.
7. Communities may all have different kinds of people but all communities must work together to insure any further success.
8. The community has a great deal of influence in the development of youngsters.
9. The community must take an active part in the school experience of its children.
10. Children need the security of a safe, supportive, and cohesive community.
11. Children need to know where to go to receive assistance and aid in the community.
12. Children must be aware and proud of the unique qualities that exist in their community.



Groups and Cultures

1. Groups are all different, yet very similar.
2. Groups may differ in size and characteristics but they will all have the similar concern of working successfully together.
3. Some things can be done more successfully as a group rather than individually.
4. Groups should allow for the sharing of ideas and suggestions.
5. Cultures are extensions of groups.
6. Cultures have developed because of people living in different environments and conditions.
7. All cultures are valid and important.
8. Cultures communicate differently both verbally and non-verbally.
9. Man must use whatever food is available to him. Cultures determine what kinds of food are eaten and how they are eaten.
10. Cultural differences will exist even when people are all born in the same country.
11. An individual must not feel superior or inferior due to his/her racial or cultural background.
12. Children must understand and appreciate the concept of cultural heritage before they can be proud of their own.

Identity and Self-Esteem

1. All individuals are unique persons with no identical characteristics.
2. Every person is special and important.
3. No two people are ever exactly alike.
4. Children must realize that they are unique beings.
5. Children must see some positive value in themselves.
6. Students must be positively reinforced in a consistent manner.
7. Students must experience some success in all of their work.
8. Students need a voice and an investment in their their work.
9. Every individual must realize the validity and importance of their differences.
10. Every individual should be proud of his/her unique characteristics.
11. Provide opportunities for students to express their uniqueness in more than one area; i.e., art, music, physical education, poetry.
12. Consistent communication and personal relationships with peers, teachers, and parents are extremely important.

Native Americans

1. The Native-American has inhabited the continents of North and South America for at least 25,000 years.
2. There were over 300 Native-American tribes living in the Americas prior to 1492.
3. The Native-Americans were the first people to be found on what is today known as the United States of America.
4. The Native-Americans, prior to any arrival of explorers, had developed a systematic way of life based on the Indian values which included religion, a form of government, and an informal type of education.
5. The Native-American had achieved an ecological balance. He not only had achieved a balance with the earth, but also with his fellowman. (The Native-American had maintained this balance for over 20,000 years.)
6. The Native-American people maintained an ecological balance or harmony through the following methods: a) they built no dams, b) they left as little waste materials as possible; almost everything was recycled, c) they gathered and killed only those items necessary to survive, and d) the homes of the Native-Americans were designed to meet only their basic needs.
7. If the white man had respected the ecological balance which the American Indian had maintained, pollution would not be threatening our continued existence.
8. The knowledge of the Native-American in regard to food, medicine, clothing, and housing made it possible for the survival of the first colonies.
9. The cultural heritage of the Native-American is shown in the continued usage of Indian names for states, rivers, town, and animals, throughout the Americas.
10. There are five legal classifications of Native-Americans in the United States today: a) reservation Indians, b) rural Indians, c) urban Indians, d) terminated Indians, and e) rancheria Indians.
11. There are approximately 792,000 Native-Americans in the United States (1970 census). Over two-thirds of the Native-American population are still living on the reservation.
12. Despite the fact that the Native-American was at one time the majority population of the Americas, he is now one of the most economically, socially, culturally, and educationally deprived minorities in the United States today.

MULTI-CULTURAL EDUCATION

This part of the program provides ways for children to share their family background through planned school activities. This builds pride in their home culture and helps them:

- Accept and respect and value the ways that people are different.
- Understand and appreciate the ways that people are alike.

Ways parents can help:

Share your family background with your child's class by:

- Teaching songs and dances you enjoy.
- Helping to cook special foods for taste treats.
- Sharing arts and crafts - teaching the skills for making them, if possible.
- Telling about customs and stories you remember and enjoy.
- Helping your children feel proud of your family customs and traditions.

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SAMPLE LESSON — PROJECT DESCRIPTION

GOALS — OBJECTIVES — APPROACH — ACTIVITIES

COMPONENT: ______________________________

GOAL:

1. Students will develop an appreciation for different ethnic groups and cultures.
2. Students will develop a greater understanding of different ethnic cultures.
3. Students will begin to understand the similarities and differences of all groups.

OBJECTIVE:

1. Students will be able to identify three ethnic groups.
2. Students will be able to specifically identify three positive attributes of each group; i.e., food, music and history.
3. Students will be able to identify two characteristics that the cultures all have in common and two characteristics that make them "unique".

APPROACH & ACTIVITIES: (methods and procedures to achieve the objective)

Activities

1. This unit would be a natural sequential follow-up of the unit on "similarities and differences in animals". The basic factor of environment necessitating differences in animals can be easily correlated to humans.
2. The introduction of the unit can be done in various ways: curiosity bulletin boards; i.e., different languages written all over a bulletin board; asking the children how many different languages they know exist; discussing the different kinds of people that exist (use pictures from magazines or snapshots).

Environment

1. Have students draw pictures about the different cultures and put them up on a large bulletin board.
2. Have students bring in pictures, magazines, posters, cutouts.
3. Set up the room so that it reflects the multicultural theme.
4. Continually add to the bulletin boards.

Resources

1. Books on each culture studied: a) fairy tales, b) geographical, c) contemporary, d) biographies.
2. Magazines: a) pictures, b) maps, c) games.
3. Persons: a) community, b) staff, c) district, d) consultants.
4. Field trips: a) specific places to see what some of the people do (use similarities here too), b) to see unique characteristics of each culture; i.e., flower arranging, food preparation.

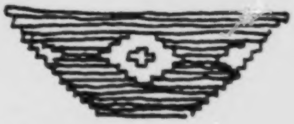
Intergroup Relations
Component

PROGRAM DESCRIPTION

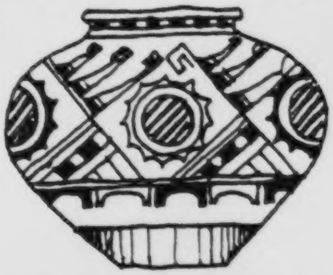
Objectives	Major Activities	Time Line												
		J	A	S	O	N	D	J	F	M	A	M	J	J
1.0 By May, 1980, participating students will evidence increased knowledge and appreciation of the cultural diversity in the school and the United States, as measured pre to post, by Humboldt Multicultural Inventory.	1.1 Students will be pre-assessed to determine their present level of understanding. (Results of test)													
	1.2 Instructional emphasis will be determined on the basis of student interest as well as the results of the pre-assessment. (List of activities)													
	1.3 Multicultural concepts will be integrated into all aspects of the students' program. (Instructional plans)													
	1.4 Materials will be inventoried and augmented where necessary (List of multicultural materials)													
	1.5 Students will be exposed to multicultural resource materials. (Teacher observation)													
	1.6 Students will be involved in "rap" sessions involving all ethnic groups on campus. (Records of sessions)													
	1.7 Parents will be involved in community parent meetings and in classroom support activities. (Attendance records)													
	1.8 Students will learn about major holidays of the different ethnic groups. (Instructional plans)													
	1.9 Students will participate in workshops emphasizing multicultural concepts. (Record of workshops)													
	1.10 Student staff parent feedback will be utilized to modify the program. (Needs assessment)													
	1.11 Students will be post-assessed to ascertain growth.													

IDEAS FOR CULTURAL DEVELOPMENT

- IDENTIFY THE CULTURAL SKILLS AND CONCEPTS TO BE ACQUIRED AND DEVELOP SPECIFIC ACTIVITIES FOR EACH CONCEPT
- CULTURAL PRESENTATIONS BY GUEST SPEAKERS, ELDERS, AND INDIANS OF OTHER AREAS AND TRIBES
- EACH CLASSROOM DEVELOPS MONTHLY DISPLAYS OF INDIAN STUDENT ACTIVITIES
- INDIAN STUDENTS TAKE FIELD TRIPS TO HISTORICAL AND INDIAN CULTURAL SITES
- EMPLOY INDIAN AIDES TO WORK WITH STUDENTS — PROVIDES AN IDENTITY MODEL
- SHARE AN "ARTIFACT DAY" FOR INDIAN STUDENTS PARENTS, COMMUNITY
- "NATIVE AMERICAN FOODS DAY" — POT LUCK FOR A CAFETERIA LUNCH



- DEVELOP NATIVE AMERICAN MURALS AND POSTERS FOR DISPLAY
- HIGH SCHOOL STUDENTS DEVELOP RESEARCH REPORTS ON RELATIVES, ANCESTORS AND INDIAN FIGURES
- STUDENTS WRITE POEMS & STORIES OF NATIVE AMERICAN TRADITION
- ART PROJECTS ON NATIVE AMERICAN CULTURES, ANCESTORS & EVENTS
- "NATIVE AMERICAN DRESS DAY" AT SCHOOL
- DISPLAY PHOTOS OF ALL INDIAN EVENTS & OFFER SLIDE SHOWS
- DEVELOP A COMMUNITY NEWSLETTER OF ARTICLES WRITTEN BY INDIAN STUDENTS AND COMMUNITY MEMBERS
- PROVIDE FOR INDIAN GAMES AND ACTIVITIES FOR ALL STUDENTS DURING P.E.
- SCHOOL SPONSORS NATIVE AMERICAN SOCIAL AND ACTIVITY CLUBS
- INDIAN JEWELRY MAKING CLASSES FOR ALL STUDENTS WHEN INDIANS ARE THE THE TEACHERS
- INDIAN COLLEGE STUDENT SPONSOR FIELD TRIPS TO COLLEGES FOR STUDENTS
- CLASS VISITATIONS TO OTHER TRIBES AND AREAS
- SIMULATION ACTIVITIES OF CULTURAL EVENTS AND ACTIVITIES
- PROVIDE FOR A SHOWCASE — ROTATE DISPLAYS
- DEVELOP A SMALL MUSEUM



NOTE: *Avoid single, isolated activities. The suggestions above should be part of a continuous effort integrating multicultural education into the total curriculum.*

EVENING

Sun-Bearer parts the clouds
    and looks down on the rain

He turns each raindrop
    into a silver bead.

He turns each rainstreak
    into a silver necklace.

He makes a rainbow path
    for the gods
    across the sky.

I go among the sheep,
    the huddled, wet, sheep

I sing to them . . .
I sing to the sheep
    a song, a song,
    a song about my possessions . . .

STORY TELLING

The art of story telling is as old as man, and is one of the most important tools in teaching a child who he is, how to relate to his world as well as how he can cope with his world and assist in developing expectations for his life.

Story telling is a way of preserving a culture and history, a form of entertainment, a source of amusement. An abstract or complex thought can often be made simple and clear when presented in the context of a story.

The use of story telling in the process of education is unmeasurable and endless. The teacher aide should develop the art of story telling. A **good** story told at the right time can, in the right way, ease tension, explain a point, let laughter warm the hearts of those involved and to merely provide a moment of relaxation.

The value of preparation is obvious. The best and most useful story telling usually appear casual, but chances are that the germ of thought that produced it grew out of a thorough creative preparation.

Indian teacher aides must develop the ability to:

- tell legends and other culturally relevant stories.
- get children to write or tell their own stories.
- read and tell stories to children and ask questions that will make the child think about what happened in the story.

To assist you in developing your story telling skills the following outline is presented.

I. Why Learn To Tell a Story?

1. Might as well ask, "why learn to talk?"
    - It's a way of expressing ourselves in every aspect of life. (friends, family, school, etc.)
    - It's a way of expressing ourselves in written form. (letters, reports, etc.)
    - Learn concise thinking and ways to relate ideas.
    - Learn dramatic use of speech.

COYOTE AND CROW

Introduction:
Coyote was something of the villain in Indian folklore. He corresponds to "the bad wolf" in the white man's stories. Animal stories such as this one sometimes served to instruct the children in the morals and ethics of the tribe and in delineations of right and wrong. They were also used to tell stories of creation, legends and history.

One day Coyote was out walking. He saw Crow. Crow was holding his hat under his foot.

"What is under your hat?" asked Coyote.

"I have a bluebird under my hat," said Crow. "Will you hold it for me a little while?" asked Crow.

"I will hold it." said Coyote.

"Don't look under it." said Crow. "Don't let the bluebird get away."

"I will hold it," said Coyote, "I will hold it until you get back."

Crow flew away. He flew behind a rock. He could see Coyote, but Coyote could not see him. Coyote looked all around. He did not see Crow. He looked at the hat. "A bluebird" he thought. "A nice bluebird. Crow is gone. I'll eat the bluebird."

He looked around again . . . he raised the hat carefully. He GRABBED . . . but it wasn't a bluebird . . . it was a **cactus.**

"Caw, caw, caw," said Crow from the top of the rock.

Coyote was angry. He sat down to pick the thorns out of his foot.

"Caw, caw, caw," said Crow again . . . and flew away.

From: COYOTE TALES, Navajo Life Series, published by Bureau of Indian Affairs.

THE WIND

There are many things
  about the wind
  that I do not know.

I have not seen the wind
  and no one has told me where the wind lives.
  or where it is going
  when I hear it
  and when I feel it rushing by.

And something more
  I do not know about the wind.

I do not know if it is angry
  or if is just playing
  and just doing the things it does for fun.

Sometimes
  the wind gathers sand
  into whirlwinds
  and makes them dance
  over the flat lands
  until they are tired
  and lie down
  to get their breath.

JOM

2.0 JOHNSON O'MALLEY

Johnson O'Malley Funds 2.1

Eligible Contractors 2.2

Roles and Responsibilities .... 2.3 - 2.4

Establishing the Indian Education Committee ...... 2.5 - 2.6

Tasks of the Indian Education Committee .... 2.8 - 2.9

By-laws .... 2.10 - 2.12

Grievance Procedures .... 2.13 - 2.14

Conducting Meetings............................ 2.15 - 2.17

Record Keeping .... 2.18 - 2.20

PART 273 - EDUCATION CONTRACTS UNDER JOHNSON-O'MALLEY ACT

Subpart A - General Provisions

JOHNSON-O'MALLEY FUNDS

I. What is the Johnson-O'Malley Act?

The Johnson-O'Malley Act, passed in 1934, has been amended various times during the past twenty years but its main objective has remained the same: To see that Indian children receive the educational opportunities that would not otherwise be provided.

II. What is the Purpose of Johnson-O'Malley?

Its basic purpose has also remained the same: To provide financial assistance to meet special education needs of Indian children.

In California, Johnson-O'Malley provides supplementary funds to provide educational programs for Indian children. The funds are to provide supplemental programs and not take the place of State or local funds. Why supplementary funds? Tax-exempt Indian-owned lands and large numbers of Indian children within school districts may create financial situations which local funds are not adequate to meet.

III. How does the Program Work?

To receive funds the State, a school district, an Indian tribe,or an Indian corporation may contract with the Bureau of Indian Affairs. (See Section 273.11, Rules and Regulations.)

Broad general regulations outline the requirements for the contract allowing the programs to be developed to meet local needs and differences. (See Rules and Regulations.)

A major policy of the Johnson-O'Malley Act is ensuring maximum parent participation and control of any funded program. It recognizes the vital interest parents have in the education system which is training their children and the valuable role they can play in assisting their children's education. (See Section 273.11, Rules and Regulations.)

There are two main requirements under the Johnson-O'Malley Act to assure parent participation and control. They are the Indian Education Committee and the Educational Plan.

IV. What is the Indian Education Committee?

The Indian Education Committee is established by the Indian community and works with the contractor in developing programs submitted in the educational plan and approves all programs and budgets funded by Johnson-O'Malley.

V. What is the Educational Plan?

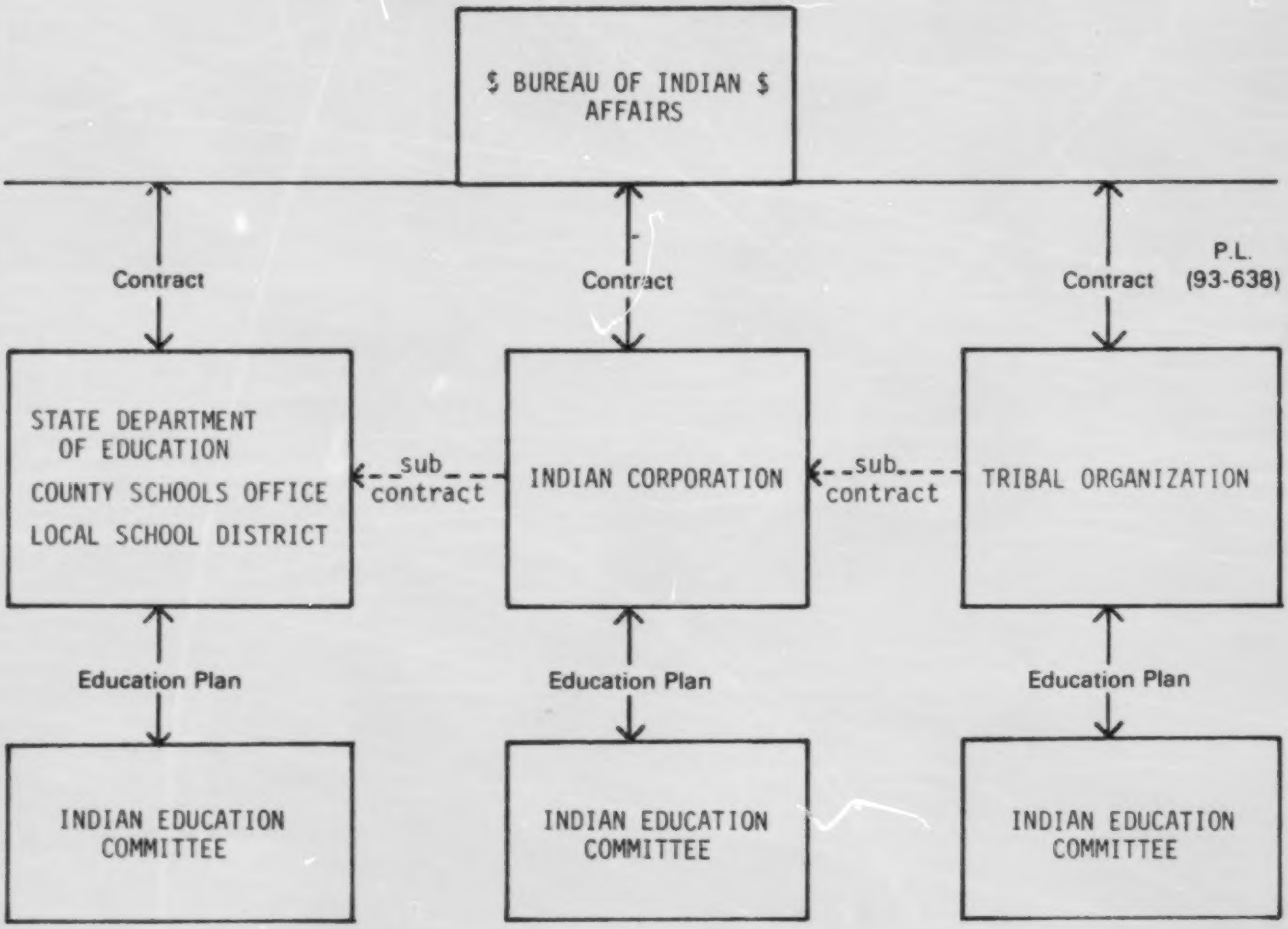
The Educational Plan, the written document which outlines the plans for providing programs to meet the special education needs of Indian students, is developed by the contractor and the Indian Education Committee. It identifies needs of the Indian students, the goals and objectives to be accomplished, procedures to be followed, methods to be used in evaluating the program and proposed budgets and is submitted as part of the contract. (See Section 273.14 and 273.18, Rules and Regulations.)

ELIGIBLE CONTRACTORS

Sec. 273.11(a) Any state, school district, tribal organization or Indian corporation is eligible to apply for contracts for supplemental or operational support programs.

The EDUCATION PLAN serves as a three way CONTRACT between the Bureau of Indian Affairs, the Contractor, and the Indian Education Committee. The Contractor agrees to carry out the plan as it was developed in cooperation with the Indian Education Committee.

CONTRACTING OPTIONS


$ BUREAU OF INDIAN $ AFFAIRS
Contract
Contract
Contract
P.L. (93-638)
STATE DEPARTMENT OF EDUCATION
COUNTY SCHOOLS OFFICE
LOCAL SCHOOL DISTRICT
sub contract
INDIAN CORPORATION
sub contract
TRIBAL ORGANIZATION
Education Plan
Education Plan
Education Plan
INDIAN EDUCATION COMMITTEE
INDIAN EDUCATION COMMITTEE
INDIAN EDUCATION COMMITTEE

ROLES AND RESPONSIBILITIES

I. **The Bureau of Indian Affairs**

Responsible for administering the contract and providing technical assistance needed for the administration of the contract.

II. **The Contractor**

Responsible for:

A. Providing parental participation and control of programs. (Section 273.4)

B. Developing the Educational Plan with the Indian Education Committee and submitting to the Area Director as part of the contract. (Sections 273.14, 273.17, 273.18)

C. Making available to the Indian Education Committee:

1. Reports, evaluations, surveys and other program and budget-related documents needed by the Indian Education Committee to carry out their duties subjected to "Freedom of Information", Section 273.49 and "Private Act," Section 273.54.

III. **The Indian Community**

Responsible for:

A. Determining procedures for nominating and selecting members of the Indian Education Committee.

B. Determining procedures defining how the Indian Education Committee will serve, that is, approval of its organizational papers and By-Laws.

C. Continued participation in the operation and evaluation of the program. (Section 273.15)

IV **The Indian Education Committee**

Responsible for:

A. Developing organizing papers and by-laws and submitting to Area Director with Educational Plan. (Section 273.11(c))

B. Approving all supplemental programs and expenditures of funds for the supplemental programs. (Section 273.16(2))

C. Participate fully in planning, development, implementation and evaluation of the JOM funded Indian education program. (Defined more fully in Section 273.16.)

D. Working with Contractor in developing Educational Plan.

E. Secure copy of contract (which includes Educational Plan).

F. Recommend cancellation or suspension of contract if Contractor failed to permit committee to exercise its power and duties.

G. Additional powers they wish to exercise as defined in the Rules and Regulations (Section 273.16); including such powers and duties in their organizational papers and by-laws:

1. NEGOTIATIONS — **Participate** in negotiations of all contracts.
2. NEEDS ASSESSMENT — **Make** initial, annual assessment of learning needs of Indian children affected in their community.
3. RECORDS — Have access to records and other program and budget related documents if necessary to carry out duties and in compliance with Freedom of Information (Section 273.49).
4. REPORTS — **Request** periodic reports and evaluations regarding the JOM program.
5. GRIEVANCE — **Hear** grievances of Indian students and parents related to JOM program.
6. MEETINGS — **Meet** regularly with the professional staff serving the Indian children and local educational agency.
7. MEETINGS — **Hold** committee meetings on regular basis which are open to public.
8. Additional powers consistent with the regulations.

ROLES AND RESPONSIBILITIES
— CONTRACTOR —

An LEA (School District or County Office of Education or State Department of Education), Indian Corporation, or Tribal Organization can serve as the CONTRACTOR for the Johnson O'Malley Program. The contractor is responsible for the following.

- Coordinate the establishment of the Indian Education Committee
- Assist the committee in any way it can to assure committee involvement in planning, implementation, and evaluation of the project.
- Develop in cooperation with the Committee (IEC) the educational plan.
- Submit the JOM application for approval to the Bureau of Indian Affairs.
- Provide for appropriate fiscal and program management for effective and effiecient implementation of the program.
- Provide the Indian Education Committee with the required documents including (a) copies of the act under which funding is granted, (b) all rules and regulations pertaining to the program, (c) copies of the current application/contract, (d) policies and procedures of the contractor.
- Establish procedures for coordinating parent committee responsibilities and functions with the LEA including receiving and responding to parent and committee recommendations.
- Maintain required program and financial records and reports.
- Provide Indian Education Committee access to all Program and financial records.
- Report regularly to the Indian Education Committee on program progress including activities, objectives, and goals.
- Provide progress and evaluation reports to the Bureau of Indian Affairs including a detailed annual report.
- Provide appropriate preservice and inservice of staff allowing them to fulfill the roles and responsibilities.
- Disseminate information to the Indian community on programs and services to Indian children.
- Hire and supervise all personnel, according to pre-established policies, paid for by JOM funds. Adhere to the provision of Indian Preference. Consider the recommendations of the committee in hiring JOM staff.
- Develop a grievance procedure for processing concerns with the JOM program.
- Include the grievance procedure and committee bylaws as part of the contract.
- Provide a line item budget justification to include those costs listed in Section 273.18.
- Provide a list of government property needed, Section 273.18.
- Assume the responsibility for Administration and Implementation of the JOM project.

ESTABLISHING THE INDIAN EDUCATION COMMITTEE

Are you establishing an Indian Education Committee? Does your existing Indian Education Committee meet the latest JOM requirements? Read on . . . Procedures must be developed and agreed upon by the Indian community for establishing the Indian Education Committee. Prior attention to these matters will insure that the group is properly constituted. This can avoid the disharmony which can arise when a committee is faced with an issue to resolve but denied a means of resolution acceptable to all.

Composition of the Indian Education Committee

According to Section 273.15 of the Rules and Regulations: If the school board is not composed of a majority of Indians, the tribal governing body shall specify **one** of the following to serve as the Indian Education Committee:

1. Indian Education Committee elected from among parents (including legal guardians) of eligible Indian students,

or

2. Local Indian Committee established in accordance with the JOM Act of January 23, 1972 and existing before January 4, 1975,

or

3. An Indian Advisory School Board on Indian Education Committee established in accordance with the JOM Act and existing prior to January 4, 1975.

If you are organizing an Indian Education Committee:

I. The first step is organizing the Indian Community:

--Inform Indian community of Johnson-O'Malley program and their responsibility to determine membership and organization of the Indian Education Committee.

--Meeting of Indian community to determine composition, membership criteria and election procedures of Indian Education Committee.

II. Election procedures for membership on the Indian Education Committee:

--Inform members of the Indian community about the opportunity to serve on the Indian Education Committee, include criteria for membership.

--Set a time to nominate candidates for the Indian Education Committee from the Indian community.

--Elect members to the Indian Education Committee.

III. Eligibility of various individuals for membership on the Indian Education Committee must be approved by the Indian community.

Representation of the parents of participating pupils

Representation of all geographic sections of the area to be served

Representation of various tribal groups to be served by the program

Representatives of the Indian community, total community

INDIAN EDUCATION COMMITTEE

RESPONSIBILITIES OF THE INDIAN EDUCATION COMMITTEE

Once the Indian Education Committee has gained adequate factual knowledge about the supplemental programs and has acquired skills needed to organize itself and manage its meetings, it is ready to begin carrying out its specific responsibilities and tasks. The Indian Education Committee's authority is defined in the Rules and Regulations, Section 273.15 and 273.16. They must be outlined in the organizational papers and by-laws. These responsibilities may include the following:

A. Developing organizing papers and by-laws and submitting to Area Director with Educational Plan. (Section 273.11 [c])

B. Approving all supplemental programs and expenditures of funds for the supplemental programs. (Section 273.16 [2])

C. Participate fully in planning, development, implementation and evaluation of the JOM funded Indian Education Program. (Defined more fully in Section 273.16.)

D. Working with contractor in developing Educational Plan.

E. Secure copy of contract (which includes Educational Plan).

F. Recommend cancellation or suspension of contract if contractor failed to permit committee to exercise its power and duties.

G. Additional powers they wish to exercise as defined in the Rules and Regulations (Section 273.16); including such powers and duties in their organizational papers and by-laws:

1. NEGOTIATIONS - **Participate** in negotiations of all contracts.
2. NEEDS ASSESSMENT - **Make** initial, annual assessment of learning needs of Indian children affected in their community.
3. RECORDS - Have access to records and other program and budget related documents if necessary to carry out duties and in compliance with Freedom of Information (Section 273.49).
4. REPORTS - **Request** periodic reports and evaluations regarding the JOM program.
5. GRIEVANCE - **Hear** grievances of Indian students and parents related to JOM program.
6. MEETINGS - **Meet** regularly with the professional staff serving the Indian children and local educational agency.
7. MEETINGS - **Hold** committee meetings on regular basis which are open to public.
8. Additional powers consistent with the regulations.

TASKS OF THE INDIAN EDUCATION COMMITTEE

The following outline lists several of the major tasks with which the group will become involved in the course of its work. It is meant to be a suggestive starting point only, each Indian Education Committee will build, adding the specific functions which are appropriate to the local situation.

You may use the outline as a checklist to see which activities the Committee is already involved with; or prioritize the list according to the activities which need the most attention in the coming year.

ORGANIZATIONAL DUTIES — THE COMMITTEE

Planning

______ Assessing the group's needs
______ Setting goals for the committee
______ Defining objectives for the committee
______ Designing activities to help achieve objectives
______ Effecting a division of labor by assigning members to various tasks

Setting the Schedule

______ Developing timelines for activities
______ Scheduling meetings — dates, times, and places

Maintaining Records

______ Minutes
______ Grievance hearings

Establishing a Communication System

______ Creating a roster of names and addresses
______ Developing regular means of communication, e.g., a newsletter, mailings, etc.
______ Developing special communications systems

Maintaining Ties with Other Groups

______ Contractor
______ School staff
______ Community groups

Training the Committee

______ Keeping informed of latest documents, regulations
______ Attending formal training sessions
______ Visiting other programs

Developing and maintaining a budget which supports the activities of the committee; money may need to be allocated for such things as:

______ Transportation
______ Baby sitting
______ Clerical services
______ Printing and mailing
______ Supplies
______ Education and in-service training for members
______ Conferences

PLANNING THE SCHOOL PROGRAM

______ Needs assessment

Student needs
Staff needs
Parent needs
Community resources

______ Setting goals for the various components
______ Developing objectives for the program
______ Planning activities for each objective
______ Developing the budget for the school's program

IMPLEMENTING THE SCHOOL PROGRAM

______ Helping with direct instruction in the classroom
______ Helpng with non-instructional tasks, such as

Clerical work
Playground supervision
Preparing the school newsletter
Other tasks

______ Helping to carry out the parent education program
______ Keeping the community informed
______ Helping write the program proposal

EVALUATING THE SCHOOL PROGRAM

______ Assisting in the development of the evaluation design

    ______ Selection of instruments and techniques
    ______ Acquisition of technical assistance, when needed

______ Helping to evaluate the effectiveness of the components of the program

BY-LAWS

Each Indian Education Committee must define for itself in writing the way it will be organized and the rules under which it will conduct its business. The most common method of doing this is by drawing up a set of by-laws. These rules relating to the ways in which the members will act will vary from Indian Education Committee to Indian Education Committee depending upon local circumstances, but it is likely that each Indian Education Committee will need to make decisions regarding each of the main areas outlined below. You may use it as a guide in developing your by-laws or check your existing by-laws with it to see if any additions are needed.

GENERAL EXISTENCE OF THE GROUP

Name of the group

Relation of the group to other groups, such as the school, district, tribal representatives, etc.

PURPOSE OF THE GROUP

Goal of the Indian Education Committee

POWERS OF THE COMMITTEE

Determined by the Johnson-O'Malley Rules and Regulations

Determined by the Indian Education Committee in accordance with Johnson-O'Malley Rules and Regulations

MEMBERSHIP OF THE INDIAN EDUCATION COMMITTEE

Voting members

Non-voting members

Alternative members

Selection of members

Length of terms

Attendance of members

Vacancies

Replacement of members

Duties of members

OFFICERS OF THE INDIAN EDUCATION COMMITTEE

Designation of offices

Duties of each officer

Election to office

Length of terms of officers

Replacement of officers

COMMITTEES OF THE ORGANIZATION

Permanent committees

Ad hoc committees

Membership of committees

Rules of committee operation

Powers of committees

MEETINGS

Regular meetings

Special meetings

Quorum requirements

Place of meetings

Notice of meetings

RULES OF ORDER OF THE INDIAN EDUCATION COMMITTEE

Adoption of an existing set of rules, such as Robert's Rules of Order

Development of a local set of rules of order

AMENDMENTS

Conditions under which amendments will be made

The following is an example of one way of organizing by-laws:

BY-LAWS

Article I — NAME

Section 1: The name of this Committee shall be . . .

Article II — PURPOSE

Section 1: The purpose of this Committee is as follows:

It shall be the purpose of the Committee to . . .

Article III — POWERS

Section 1: The powers of the Indian Education Committee as defined by the Johnson-O'Malley Act are as follows:

(Refer to pages 1.4 - 1.5, 6.2 - 6.3 and the Rules and Regulations, Sections 273.15 and 273.16.)

Article IV — MEMBERSHIP (Requirements and qualifications, size and length of term)

Section 1: Nomination of members

Section 2: Selection of members

Section 3: Composition of the committee

Section 4: Criteria for membership

Section 5: Length of term

Section 6: Voting and non-voting members

Section 7: Vacancies

Section 8: Duties

Article V — OFFICERS OR BOARD OF DIRECTORS

Section 1: **Officers** — the officers shall be . . .

Section 2: **Election and Term of Office** — Shall be elected and shall serve . . . (when, for how long, by whom)

Section 3: **Vacancy** because of death, resignation, removal, disqualification, or otherwise, may be filled by . . . (when, where)

Section 4: **Power and Duties of Officers** — List officers in Section 1 of Article V and the duties for each one.

Article VI — MEETINGS

Section 1: **Regular Meetings** — Meetings shall be held . . . (when, where)

Section 2: **Special Meetings** — May be called (by whom and for what purpose)

Section 3: **Notice of Meetings** — Notification of meetings to members at least __________ days prior to meeting (to whom, by when, how notified)

Section 4: **Decision of I.E.C.** — All decisions or actions of the ______________________ shall be made . . . (list conditions)

Section 5: **Quorum Requirements** (Number necessary to constitute a quorum)

Section 6: **Rules of Procedure** — All meetings shall be conducted in accordance with Robert's Rules of Order or appropriate adaptation.

Section 7: Meeting open to . . .

Section 8: Written reports — Shall report activities to . . .

Article VII — AMENDMENTS

Section 1: **Amendment Procedures** — These by-laws may be amended . . . (when, how, by whom, within what guidelines or consistent with regulations)
These by-laws may be amended and new By-laws adopted . . . (by whom, how, when).
Notice of the proposed change shall be mailed to . . . (whom and when)

Article VIII — COMMITTEES

Section 1: Membership

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Section 2: Rules

GRIEVANCE PROCEDURES

Grievance procedures outline the steps to follow in hearing and responding to the concerns or complaints, the grievances, from Indian students, parents, community members and tribal representatives. They indicate the person or group to report the grievance to, the time limits for responding to the grievance once reported and any requirements such as guarantees of adequate advance notice of hearings.

Establishing procedures for handling concerns or complaints insures there is a uniform and identifiable way for people to voice their concerns and have the questions raised fairly resolved. This can avoid the disharmony which can arise when an issue is raised to resolve but is denied a means of resolution acceptable to all. Hopefully, the grievances can be resolved quickly as possible involving only those persons as necessary.

When developing your procedures, remember to address yourself to the co-personal nature of many grievances. They need to be handled fairly and **confidentially.** You may wish to have all grievances submitted in writing on a "grievance form" including a place for possible solutions.

Grievance procedures are required in the Educational Plan and are referred to as Grievance Hearings. The Indian Education Committee has the authority to hear the complaints or concerns of the Indian students, parents, community members and tribal representatives if it is included in their organizational papers and by-laws.

On the following page is a sheet identifying the parts of a Grievance Procedure. When writing a Grievance Procedure for your Educational Plan, you can use it as a guide.

GRIEVANCE PROCEDURE

PURPOSE:

PURPOSE:	A statement which indicated the purpose of the procedure. — An Example — "The primary purpose of this procedure is to secure equitable solutions to complaints or concerns."
DEFINITIONS:	A statement which defines what grievance refers to in the procedures and which persons can submit grievances. — An Example — "A 'grievance' shall mean any concern or complaint filed by an Indian student, parent, community member and tribal representative relating to the programs funded under Johnson-O'Malley."
LEVELS/STEPS:	Outline of steps to follow in hearing and responding to grievances. Include:

person or group to report grievance to
time limits for responding to grievance
adequate advance notice of hearings

— An Example —

Level One:

1. Present grievance orally and informally to ________________________ .

2. If grievance is not resolved, present grievance in writing with any supporting evidence to **(Indian Education Committee).**

(If hearing open to public, must include guarantee of adequate advance notice of the hearing.)

3. The **(Indian Education Committee)** will respond in writing within ____ days, stating their decision.

Level Two:

1. Within ________ days after the level 1 decision, may appeal decision to **(Area Director)** in writing.

2. The **(Area Director)** will respond in writing within _____________ days, stating the decision.

Under the JOM Act, the Indian Education Committee has many powers and consequently many responsibilities.

You may wish legal advice when developing your organizational paper by-laws or grievance procedures.

AGENDA

An agenda is a list or an outline of things that the group must discuss at a meeting. It is a reminder of all business that has to be covered and it serves as a schedule that tells everybody attending a session when each item will be considered.

An agenda serves as a guide that the chairman can use to time the action and to make certain that important matters are not crowded out or overlooked at a session. It also gives members a chance to prepare for discussions in which they plan to participate.

Chairmen should permit members enough time to express their ideas and opinions before moving on to the next item of business.

The chairman is responsible for preparing the agenda. He/she may be assisted by other officers or group leaders.

The chairman and group leaders (sometimes called the Executive Board or Executive Committee) should meet at least a week before a regular meeting to decide what items should go on an agenda. Some by-laws set a regular meeting date for preparing agenda or require that an agenda be sent to members a certain number of days before a meeting is scheduled.

HOW IS AN AGENDA PREPARED?

- Check the minutes of the last meeting. Note any unfinished business.
- Include committees or members who are to make reports. Make sure the people who are responsible for making the reports attend the meeting.
- The secretary should go over all correspondence that has been received since the last meeting. Important letters should be summarized and reported at the next meeting.
- The treasurer should prepare a financial report.
- Check on all the new business which has come up since the last meeting and everything that is scheduled to come up before the next regular meeting will be held. Everything that the members must act on should be listed in the agenda.
- Include time for new business from the floor or for general discussion at the end.

CONDUCTING MEETINGS

The I.E.C. has the authority to make decisions and develop procedures regarding Johnson-O'Malley programs. If this is to occur in practice then it is essential that the members of the committee and especially the leaders of the group, develop the ability to run meetings in an orderly fashion which insures that differing points of view can be aired and that business be completed according to schedule. While any number of methods could be devised to achieve this, the outline given below sketches perhaps the most common format for conducting meetings.

- CALL TO ORDER
  - Roll call
  - Determination if quorum is present
- READING OF PREVIOUS MINUTES
  - Name of the group which met
  - Kind of meeting, e.g., regular or special
  - Place, time and date of meeting
  - Presiding officer
  - Approval of minutes of prior meeting
  - Motions made, by whom, and final action on them
  - Time of Adjournment
- REPORTS FROM OFFICERS AND REGULAR COMMITTEES
  - Statement of issue, problems, item of business, etc.
  - Method of dealing with it
  - Recommendation for action
  - Action by group
- REPORTS OF SPECIAL COMMITTEES
- ANNOUNCEMENTS
- OLD BUSINESS, CONTINUED FROM PREVIOUS MEETING
- NEW BUSINESS
- ADJOURNMENT

In the course of any group's operations it will be necessary for the members to decide what action to take relating to various items of business. This is usually done by making motions, discussing (and possibly amending) them and putting them to a vote. Members should be familiar with the processes involved

TYPES OF MOTIONS:

Privileged Motions - concern the rights and privileges of members; these include motions to adjourn, to recess and to register complaints.

Subsidiary Motions - amend or in some other way deal with other motions already before the group; among these are motions to amend a main motion or to refer an item to committee for study.

Incidental Motions - deal with matters which arise out of the group's discussion and which can be quickly settled, points of information and points of order are among these.

Main Motions - introduce new items before the group.

HOW TO MAKE A MOTION

Member addresses the chair
Chair recognizes member
Member makes motion
Another member seconds the motion
Chair restates the motion
The group discusses the motion; if a move is made to amend the motion, the move to amend must be seconded, discussed and voted upon
Vote on motion
Announce the result

TYPES OF AMENDMENTS

To strike a word, phrase, etc.
To insert a word, phrase, etc.
To divide the original motion into two motions
To substitute one item for another

NUMBER OF AMENDMENTS PERMITTED

A motion may be amended
An amendment may be amended
An amendment of an amendment may **not** be further amended

WAYS OF VOTING ON MOTIONS

General consent
Voice vote
Show of hands
Standing vote (counting members)
Secret ballot

RECORD KEEPING SYSTEM

One of the most critical aspects of the Johnson-O'Malley program is that there be a complete record keeping system that meets all management and program requirements.

This section will be especially useful for the Tribe or Indian organization that contracts for the Johnson-O'Malley program and is in need of a record keeping system. School districts administering Johnson-O'Malley programs must also comply with the record keeping requirements while these programs are usually controlled through the District's Record and File system. School administrators should check to see that their record keeping system provides the required information. For those Indian groups contracting directly this system should be used as a model since it will greatly facilitate the record keeping procedures.

WHAT ARE THE RECORD KEEPING REQUIREMENTS?

The regulations state:

273.47 Recordkeeping

> A contractor will be required to maintain a recordkeeping system which will allow the Bureau to meet its legal records program requirements under the Federal Records Act (44 U.S.C. 3101 et seq.). Such a record system shall:
>
> (a) Fully reflect all financial transactions involving the receipt and expenditure of funds provided under the contract in a manner which will provide accurate, current, and complete disclosure of financial status; correlation with budget or allowable cost schedules; and clear audit facilitating data.
>
> (b) Reflect the amounts and sources of funds other than Bureau contract funds which may be included in the operation of the contract.
>
> (c) Provided for the creation, maintenance, and safeguarding of records of lasting value, including those involving individual rights, such as permanent records and transcripts.
>
> (d) Provide for orderly retirement of permanent records in accordance with General Records Schedules and the Bureau Records Control Schedule, when there is no established system set up by the State, school district, or Indian corporation.

This section outlines the material needs and procedures for setting up a filing system. The specific records and information for this filing system are provided in the Planning, Management, and Evaluation sections of the manuals.

The "model" outlined below covers the information required of the regulations. In addition, the system organizes information in a format consistent with that of the Application and contracting requirements. Planning, managing, evaluating, and reporting will be efficiently and effectively provided for through the information in the files. Retrieval of that information will be understood by everyone associated with the program since it is based on the design of the program.

For example, a separate file folder for each activity is organized according to the objectives just as they are found in the application. Program records and budget records are maintained in these files to facilitate the input and retrieval of information. As the activities are completed and objectives achieved, "cost effectiveness" information is readily available to the decision maker to be used in both planning and evaluation. Monthly financial and progress reports are practically complete which will greatly expedite the cash flow procedures.

In addition to saving time, the project will be very well organized. The idea is to "show them what you have done"—to the parents, the Indian Education Committee, the students, and the Bureau of Indian Affairs. Once this type of system is set up, it is easy to use and it is there year after year after year.

WHAT DO YOU NEED TO SET UP THE SYSTEM?

- A file cabinet with three separate drawers or the equivalent (file boxes will do and cost only a few dollars).
- A box of empty file folders.
- Three rolls of labels, each a different color for easy identification.
- A box of "tab" headings to separate the sections.
- Time; it should take no more than a few hours to label the folders and sections and place them in the drawers or boxes.

SOME SUGGESTIONS

- Make the system work for you; don't work for the system. This is the system, it is not an addition to the old system. Keep only one set of records.
- Stay on top of it. Don't let the records pile up before you file them. Materials should be filed immediately after they are used or compiled. (It is easier to find them in the files than on the desk.)
- Duplicate copies. Occasionally there will be materials that will fit into more than one title of category. Make a copy and put it in both; it will be easier to find when it is needed.
- Flexibility is important. Programs differ and so do the record keeping needs. Occasionally information will not fit an existing file . . . develop a new folder.
- Don't let the "File Copies" go—they won't come back. Where only one copy is filed, label it "File Copy." Make duplicates for those needing the information.

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MODEL FILING SYSTEM

JOHNSON-O'MALLEY PROGRAM (DRAWER)

- Application (Section)
  - Approval Notice (Folder)
  - Approved Application
- Attendance
  - ADA
  - Dropout
  - Transfer
- Evaluation
  - Checklist
  - Design
  - Forms/Instruments
  - Interim Report
  - Reports
  - Responsibilities
  - Year-End Report
- Indian Students
  - Attendance Records
  - Certification
  - Eligible Participants
  - Listing of Students
- Management
  - Blank Forms
  - Monitoring
  - Reporting
- Needs Assessment
  - Goals
  - Identified Needs
  - Survey
- Objectives
  - 1.0 Student Activities
  - 1.1-1.4 Activities
  - 1.5 Resource List
  - 1.6 Field Trips
- Staff Meetings (arrange by dates)
  - Staff Meeting—Oct. 15
  - Staff Meeting—Nov. 25
- Student Records (Privacy Act) (may need a separate file for these records)
  - Student Data Requirement
  - Student Transcripts (alphabetical order)
    - Anderson, Shiela
    - Barnetti, Gary
  - Coluns, Jeff
  - etc.

JOHNSON-O'MALLEY FISCAL (DRAWER)

- Cash Receipts (Section)
- Contracts (Section)
  - Evaluation Contract (folder)
  - Rents and Leases
  - Service Contract
- Correspondence
  - Bureau of Indian Affairs
  - Contractor (Deep Valley School District)
  - Indian Education Committee
- Expenditures
  - Objective 1.0
  - Objective 2.0
  - Objective 3.0
- Management—Budget
  - Advances, Requests for
  - Accounting Log
  - Budget Control Worksheets
  - Budget Revisions
  - Equipment/Capital Outlay
  - Invoices for Reimbursement
  - Payroll Records
  - Purchase Orders
- Operating Expenses
  - Duplication
  - Office
  - Phone
  - Rents and Leases
- Planning—Budget
  - Budget Planning Worksheet
  - Listing of Students
  - Other Funds and Sources
  - Proposed Budget Approval
- Reports—Budget
  - Annual Report
  - Banking—Correspondence
  - Banking—Statements and Stubs
  - Interim Report
  - Monthly Invoice/Progress Reports
  - Tax Report

JOHNSON-O'MALLEY ADMINISTRATION (DRAWER)

- Attendance (Section)
  - ADA (Folder)
  - Dropout
  - Transfer
- Committees
  - Evaluation
  - Goals
  - Planning
- Contractor (School District)
- Correspondence
  - Bureau of Indian Affairs
  - Community
  - School District
- Evaluation
  - Evaluator
  - Forms
  - Interim Reports
  - Monitoring
  - Progress Reports
  - Year-End Evaluation
- Indian Education Committee
  - By-Laws
  - Grievance Procedures
  - Membership
- Meetings (arrange by dates)
  - Community Meetings
  - Schedule
  - Subcommittee Meetings
- Needs Assessment
  - Goals
  - Survey Results
- Payroll
  - Benefits
  - Payroll Records
- Personnel
  - Job Descriptions
  - Payroll
  - Policies/Procedures
  - Reports
  - Substitutes
  - Time Sheets

APPLICATION FOR GRANTS UNDER THE INDIAN EDUCATION ACT OF 1972, TITLE IV, PART A

3.0 TITLE IV, PART A

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE U.S.A.

Title IV, Part A
INTRODUCTION

The Indian Education Act of 1972, Title IV, Part A, provides financial assistance to Local Educational Agencies (LEA) for meeting the special educational and culturally related academic needs of Indian Children.

Grants under this title are made only to a LEA upon application. Information on entitlements, application procedures, and regulations can be obtained by contacting the program office for Part A, Office of Indian Education at:

USOE
Office of Indian Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Entitlements for a school district (LEA) are computed by a formula based on the state average per pupil expenditures and the number of Indian students enrolled in the district.

For the purposes of the Title IV programs an "Indian" is defined as:

Any individual living on or off a reservation who: (a) Is a member of a tribe, band, or other organized group of Indians, including those tribes, bands, or groups terminated since 1940 and those recognized now or in the future by the state in which they reside, or who is a descendent in the first or second degree, or any such member: or (b) is considered by the Secretary of the Interior to be an Indian of any purpose: or (c) is an Eskimo or Aleut or other Alaska Native.

An "Indian Student Certification" form (OE Form 506) is provided by the Office of Indian Education to serve in identifying the Indian children that can be served by Title IV, Part A funds.

Application approval is based on compliance issues spelled out in the regulations. If a district meets the deadline, provides for the required planning procedures, and has an identified Indian population, chances are very good for a grant award.

A "checklist" listing 17 compliance issues is used for application review. This list has been reproduced in this manual. If an LEA is out of compliance a "Deficiency Notice" is issued requesting clarification or additional information needed prior to project approval. The information requested is submitted as an addendum to the original application.

The "Deficiency Notice" does not signify that an application has been disapproved. It is a request for additional information or revision/interpretation of the information provided. However, failure to respond by the specified date may affect final approval.

The Office of Indian Education makes available technical assistance to any project in need of that assistance. A Program Specialist in Washington, OIE, is assigned to each project. Assistance is generally provided via phone and mail communication.

Since the money is allocated on a formula grant basis, an LEA that qualifies for Title IV, Part A, funds is practically assured of funding as long as the application requirements are met. The application itself is fairly demanding.

Not all districts that qualify for Title IV, Part A, funds receive a grant. There are a variety of factors and reasons the most common of which are listed below:

- Lack of interest or problems with the Indian community
- The amount of energy and associated work required by the program is not worth the available dollars.
- Failure to meet the application deadline
- Policies of the LEA prohibit application
- Failure to comply with application requirements
- Failure to correct the deficiencies identified by the reviewer

Regardless of the reason, there are qualified LEA's that do not receive monies allocated for their Indian students. The monies may be reallocated to approved projects.

Though project design and application content are important factors in the Title IV program, LEAs do not compete with one another for available funds. Title IV, Part A, is a formula grant program that will fund all qualified applicants that comply with the application requirements.

Over 1200 applications are reviewed according to the checklist for compliance.

OTHER GRANTS UNDER INDIAN EDUCATION ACT, 1972

Sub-part	Title	Eligible	Description
B	Planning and Demonstration Projects	SEA LEA Tribes & Indian Organizations Indian institutions Federally supported elem. & secondary schools	To plan, test and demonstrate the effectiveness of programs for improving educational opportunities for Indian children; including: Innovative programs, Bilingual programs, Special health and nutrition services and other related activity to meet the special health, social and psychological needs of Indian children.
C	Educational Services	SEA LEA Tribes & Indian Organizations	To assist tribes, Indian organizations, SEAs, LEAs in providing educational opportunities that are not available in sufficient quantity or quality: including: Remedian and Compensatory instruction, school health, physical education, and psychological and other services to enable Indian children to enter, remain in, or or re-enter school, K-12.
D	Exemplary Programs and Centers	SEA LEA Tribes & Indian Organizations	To assist tribes and Indian organizations, SEAs, and and LEAs in the establishment of exemplary and innovative educational programs and centers which will offer new approaches to enrich programs for Indian children, K-12; including: Handicapped, Career or post-secondary programs, Manpower, Comprehensive models, and Early childhood.
E	Dissemination, Evaluation, and Technical Assistance	Public agencies Public institutions Tribes & Indian Organizations Indian institutions	To assist tribes and Indian organizations (by grant or contract), public agencies, and institutions in carrying out programs for the dissemination of information concerning educational resources available to Indian children (and an evaluation of those materials); including: 1) Delivery systems to encourage use of educational materials; 2) Training and technical assistance; and 3) The evaluation of sound federally assisted programs amenable to Indian Children.
F	Educational Personnel Training	Institutions of higher education LEA SEA in combination with the above	To assist institutions of higher education and state and local agencies in combination with institution of higher education to implement projects to: 1) prepare persons to serve Indian children as teachers, teacher aides, social workers, or ancillary educational personel: 2) improve the qualifications of those persons already serving in such a capacity.
G	Special Educational Training Programs for Educators of Indian Children	Institutions of higher education Tribes & Indian organizations Individual Indians (for #187.66)	To assist institutions of higher education, Indian organizations, and tribes in efforts to: 1) prepare individuals for teaching or administering special educational needs of Indian children; 2) provide inservice training for persons already teaching in such programs. Grants available for individual fellowships for Indians studying education.
H	Indian Fellowship Program	Indian individuals in attendance or accepted at an institution of higher education for study in a graduate program, or a program culminating in a graduate degree.	To assist an Indian enrolled, or accepted as a full-time student at an institution of higher education for a graduate, or professional program. Study must be for not less than three nor more than four years and lead to a in engineering, medicine, law, business, forestry, or a field related to one of these areas.

WHAT CAN TITLE IV FUNDS BE USED FOR?

"TO MEET THE SPECIAL EDUCATIONAL AND CULTURALLY RELATED ACADEMIC NEEDS OF INDIAN STUDENTS"

This statements implies that prior to the expenditure of funds a NEEDS ASSESSMENT must take place, Logistically, the needs assessment results in a program design which is carried out through the FUNDS of the program.

FUNDS UNDER TITLE IV, PART A, MAY BE USED ONLY IN ACCORDANCE WITH APPROVED APPLICATIONS.

THE PROGRAM AND SERVICES FUNDED BY TITLE IV MUST BE USED AS A SUPPLEMENT, AND TO THE EXTENT PRACTICAL, **INCREASE** THE LEVEL OF FUNDS THAT ARE AVAILABLE TO THE APPLICANT FOR THE EDUCATION OF INDIAN CHILDREN.

FUNDS MAY BE CONCENTRATED ON A GIVEN TARGET AREA, SCHOOL OR GRADE LEVELS THEREBY FOCUSING SERVICES ON THE MOST NEEDY CHILDREN.

— AN OUTLINE OF TOPICS —

(refer to the Introduction section for details)

- DEVELOPMENT OF SPECIAL PROGRAMS
- MATERIALS, SUPPLIES, GAMES, AND KITS
- CULTURALLY RELATED SERVICES AND PROGRAMS
- MINOR REMODELING AND RELATED CONSTRUCTION
- SPECIAL EQUIPMENT FOR ASSESSMENT AND INSTRUCTION
- PRESERVICE AND INSERVICE TRAINING
- PARENT EDUCATION
- DISSEMINATION OF INFORMATION
- COUNSELING AND GUIDANCE
- CAREER AND VOCATIONAL EDUCATION
- REMEDIATION AND ACADEMIC INSTRUCTION
- AIDES, TUTORS, COUNSELING, PSYCHOLOGISTS, AND CONSULTANTS
- ADMINISTRATION AND MANAGEMENT
- PROGRAM AND STUDENT EVALUATION
- SPECIAL EDUCATION FOR HANDICAPPED
- SPECIAL HEALTH, NUTRITION, AND PSYCHOLOGICAL SERVICES

ROLES AND RESPONSIBILITIES

The purpose of this section is to provide a practical interpretation of the **"Rules and Regulations,"** Part 186, of the Indian Education Act, 1972, Title IV, Part A. To assist those responsible for carrying out the Rules and Regulations with comments, suggestions, and procedures included where appropriate.

Cooperative Relationship

For the Indian education program to realize its maximum potential it is essential that both the LEA nad Parent Committee develop a cooperative relationship which directs energies in a common effort.

The regulations provide for joint planning, implementation, and evaluation. These are meaningless if the INTENT and PHILOSOPHY do not result in a cooperative effort. Some of the Roles and Responsibilities are clear and well defined while others leave latitude in interpretation. Some are specifically for the LEA or Parent Committee while others require a joint effort of both groups.

Exercise

A first step in developing this relationship is the cooperative development of a set of **Goals and Philosphy** that will guide the program. In this development, the process is as important as the product. The following guidelines will bring about the desired results.

1. A formal meeting organized by the LEA should be scheduled at least two weeks in advance. There should be equal representatation of district and Indian community.
2. In groups of 6, (3 district and 3 community) the participants should review the intent of the law, roles and responsibilities, and use of funds. (30 minutes)
3. On large sheets of butcher paper, each group generates at least 3 goals or philosophical statements for Indian education. (10 minutes)
4. The statements are displayed in front of the whole group while a small group member explains the rationale behind each statement.
5. Similar statements are compiled and each statment is assigned a number. From 5-10 statements are desireable.
6. Each participant individually sequences the statements in priority order.
7. Group priorities are determined by mathematical average of each statement where the first priority is 10 points, second 9 points, and so on.
8. The priority ranking of the statements is publicized and disseminated through out the Indian and school community.

Below are some examples of goals and philosophical statements.

Example #1:
To provide the highest level of direct services to Indian students in a manner consistent with the existing programs, policies and procedures of the LEA and in consideration of the Indian culture.

Example #2
All Program decisions will be based on the top priority needs of the population while decisions affecting individual students will be based on a specific diagnosis.

Example #3
To provide supplemental programs and services that will allow Indian students to participate in the school's programs, extra-curricular activities, and special events, at the same level as non-Indian students.

DOCUMENTS GOVERNING ROLES AND RESPONSIBILITIES

There are 3 documents which govern and contribute to Roles and Responsibilities. They are (1) the **Grant Application, (2) LEA Board Policies, and (3) By-Laws of the Parent Committee.**

1. GRANT APPLICATION

The Application itself can serve in specifying the behavior of those involved in the Title IV program. The materials to be purchased, evaluation procedures, and even the site of a field trip can be predetermined and documented in the application. Where these specifics are missing in the funding document disagreement and conflict often develops. Document decisions in the application made during the planning phases of the program informal agreements are easy to forget and easy to misinterpret. The LEA and the Parent Committee both sign their approval of application contents and in so doing they agree to the provisions, roles and responsibilities, and activities.

2. BOARD POLICIES

Policies and Procedures of the Governing Board of the LEA

All programs administered by the LEA must adhere to the established Policies and Procedures of that agency. The document is public information and governs the administrator of the LEA. The following items effecting Indian education programs should be part of the Board Policies.

—Goal and philosophy of education
—Hiring and firing procedures for certificated and classified staff
—Administrative and Control procedures for State & Federal Programs
—Personal policies including job and position description, wage and salary scales
—Personnel evaluation procedures
—Review and approval procedures for State and Federal Programs
—Grievance Procedures/Complaint Procedures
—Curriculum frameworks, proficiency standards, graduation requirements, minimum competiencies
—Program evaluation procedures

3. BY-LAWS OF THE PARENT COMMITTEE

The parent committee is governeed by By-Laws which must provide for:
—Selection and duties of officers
—Filling of vacancies
—The conducting of business meetings
—Evaluation of the project

The detail and specificity of these provisions can vary from simple one sentence statements to a set of procedures for each item.

It is suggested that the Parent Committee By-Laws cover each of the roles and responsibilities outlined in this section.

ROLES & RESPONSIBILITIES — LEA

- **Hire (and fire)** all project staff after considering any recommendations of the Parent Committee. Exercise "Indian Preference" for all Title IV positions. ("Indian Preference" means that preference is given to the hiring of an Indian person if he or she meets minimum requirements for the position.)
- **The applicant** may not hire for a position on the staff any member of the immediate family of a Parent Committee member. However, the Commissioner may waive this prohibition if the applicant is unable to hire another person with adequate qualifications or if the waiver is necessary to further the purpose of the project.
- **Management and supervision** of all project staff according to the established policies and procedures of the LEA which includes pay, evaluation, and benefits.
- **Utilize the best available talents** and resources including persons from the Indian Community, in carrying out the project.
- **Develop and have on file** all required policies and procedures including (1) Personnel policies; (2) travel policies; (3) job descriptions (4) grievance procedures; (5) develop Fiscal Control and fund accounting procedures.
- **Maintain all appropriate program records** including: (1) Names and addresses of the parent committee. (2) By-Laws adopted by the parent committee.
- **Provide** for all program assurances: (1) Record maintenance.
- **Provide** for fiscal control and fund accounting necessary to assure proper disbursement and accounting of project funds.
- **Organize and conduct** a public hearing to discuss (1) The adequacy of current programs to meet the special educational needs of Indian Children; and (2) Coordination of the Title IV program with other programs serving the special needs of Indian children.
- **Coordinate and manage** the development of the Parent Committee. Consult with appropriate groups in identifying individuals for consideration for membership including: Parents of Indian Children, Indian Tribe, Tribal councils, institutions, and other organizations affected by the Indian community.
- **Arrange the mechanism** for selection procedures after consultation with appropriate groups.
- **Establish Policies and Procedures** assuring program **Planning, Implementation,** and **Evaluation** with Parent Committee and Community Involvement.
- **Maintain a repository,** available to the community, of documentation concerning Parent Committee functions including; meeting records and minutes; committee selection procedures and results; a roster of committee membership.
- **Dissemination of information** and materials to the affected community including bilingual interpretations where appropriate and necessary.
- **Establish the role** for the Parent Committee in "Needs Assessment" and priority determinations for meeting the identified needs.
- **Make available** to the committee budget and financial records of the Title IV program.
- **Develop and plan** activities to assure on-going review, monitoring, and evaluation of the program.
- **Develop a formal mechanism** for written approval of the Title IV program which provides for a majority of the committee voting in an open session.
- **Complete financial and performance reports** for the program.
- **Cooperate with the Parent Committee** in all aspect of Program including:
  —Needs assessment
  —Determination of Priorities for program design
  —On-going monitoring and evaluation of program activities
  —Dissemination of information

ROLES & RESPONSIBILITIES — Parent Committee

- **Represent and act** on behalf of the Indian community, Parents of Indian children, and Indian students.
- **Be aware of** and adhere to the established policies and procedures of the LEA.
- **Review the qualification** of, and recommend for hiring applicants for project staff. (3 for each position is a reasonable number)
- **Preschedule and conduct** regular meetings for the purposes related to the planning, implementation and evaluation of Title IV program.
- **Promote and advocate** the continuing participation of the Indian community in the operation and evaluation of the program.
- **Review budget** and financial reports and analyse to assure that grant funds are used to supplement other programs of the LEA.
- **Participate fully** in Needs Assessment and the determination of program design and priorities according to the pre-established policies of the LEA.
- **Provide for written approval** of the Title IV program according to the pre-established mechanism of the LEA.
- **Participate** in and provide written approval for any major program or budget revisions to the original application.
- **Adopt By-Laws** which provide for (1) selection and duties of officers, (2) filling of vacancies, (3) the conducting of business meetings; and (4) evaluation of the project.
- **Make available** to the community copies of committee records including;
  —By-Laws
  —Minutes of meetings
  —The roster of committee members
- **Cooperate** with the LEA in all aspects of the program.

PARENT COMMITTEE AND PARENT INVOLVEMENT
Title IV, Part A

Along with federal dollars for education comes federal legislation that requires school districts to promote extensive parent and community involvement. The agency that administers the federal dollar at the local level further reinforces the parent involvement concept. School districts must show that parent committees have been established and have significantly been involved in the planning and design of that local program as well as in the determination of the resulting impact on students.

The Rules and Regulations require that the program or project for which application is made:

has been developed in open consultation with parents of Idian children including persons acting in loco parentis other than school administrators or officials, teachers, and where applicable, secondary school students, including public hearings at which such persons have had a full opportunity to understand the program for which assistance is being sought and to offer recommendations theron, and with the participation and approval of a committee composed of, and selected by, parents of children participating in the program, including persons acting in loco parentis other than school administrators or officials for which assistance is sought, teachers and, where applicable, secondary school student of which at least half the members shall be such parents;

And sets forth such policies and procedures including policies and procedures relating to the hiring of of personnel as will insure that the program for which assistance is sought will be operated and evaluated in consultation with, the involvement of parents of the children and representatives of the area to be served, including the committee established for the purposes of the Title IV program.

The parent committee will adopt and abide by reasonable By-Laws for the conduct of the program for which assistance is sought.

Responsibilities of the Parent Committee to:

It is the responsibility of the Parent Committee to:

(a) Adopt By-Laws. These By-Laws shall include, as a minimum, provisions on the selection and duties of officers, filling of vacated terms on the committee, the conducting of business meetings, and amending the By-Laws;

(b) Participate in the assessment of the needs, and the design, operation, and evaluation of the project;

(c) Review and approve, in writing, the project application, applications for continuation, awards and amendments to applications before they are submitted to the Commissioner;
(**Note:** *This is the entire committee's responsibility, not that of the chairperson alone.)*

(d) Review the qualifications of, and make recommendations concerning applicants for project staff positions; and,

(e) Make available to the community copies of its records, such as By-Laws, minutes of meetings, and the roster of committee members.

(f) Encourage the continuing participation of the Indian community in the planning, implementation, and evaluation of the program. (**Note:** *The selection and organization of a Parent Committee shall not limit this continuing participation of the Indian community. Provisions and procedures to this effect are appropriately included in the By-Laws of the committee.)*

PARENT COMMITTEE DEVELOPMENT

It is the responsibility of the applicant (LEA) to organize and manage the development of the Parent Committee according to the following provisions:

1. **PARENT COMMITTEE ORGANIZATION**
   —Consult with representative groups of the Indian community.
   —Arrange the mechanism for selection procedures
   —Disseminate information to the community on the selection procedures
   —Provide prior notice to community of selection date, time, and location.
   —Take appropriate steps to obtain the needed representation in the selection process

2. **PARENT COMMITTEE NOMINATIONS**
   —Individuals are identified cooperatively by the applicant and: (a) parents of Indian children served, (b) Indian tribes, tribal councils, Institutions, and (c) organizations which are part of the affected community.
   —Individuals recommended for committee nomination shall be representative of the interests of the Indian children served.
   —Representation on the committee should include:
   a. Representative geographical locations served by the program.
   b. Experience on a parent advisory committee, previous or current members.
   c. Experience with schools served.
   d. Prior school and/or community involvement
   e. Willingness to serve on the committee and take an active role in planning, implementation and evaluation.
   f. Reservation and off reservation Indian parents.

3. **PARENT COMMITTEE SELECTION**
   The Parent Committee is selected by:
   —Parents of the Indian children to be served
   —Teachers of the target school
   —Indian secondary school students if served

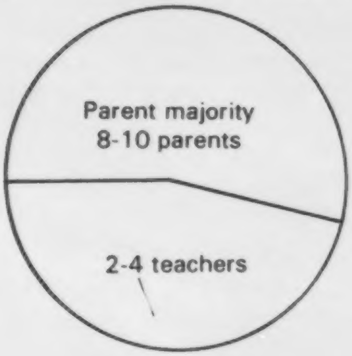
4. **PARENT COMMITTEE MEMBERSHIP AND COMPOSITION**
   —Should be proportional to the total number of children served
   —Maximum membership of 40 persons
   —Includes only parents of Indian children to be served
   —Includes teachers of the school(s) served
   —Includes Indian secondary school students if the program serves that level
   —Parents make up at least half of the members

SUGGESTED COMMITTEE COMPOSITION

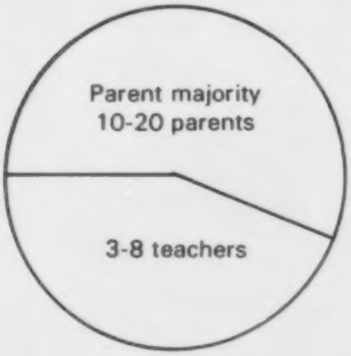
ELEMENTARY SCHOOLS

(Programs serving only
Elementary students)

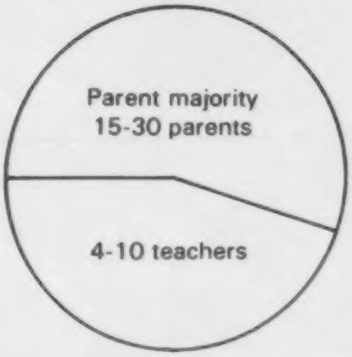
Small program — Less than 100 students served.



Medium program — 100-900 students served.



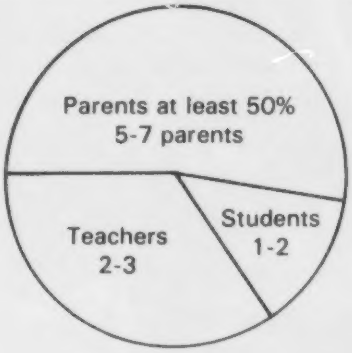
Large program — more than 900 students served.



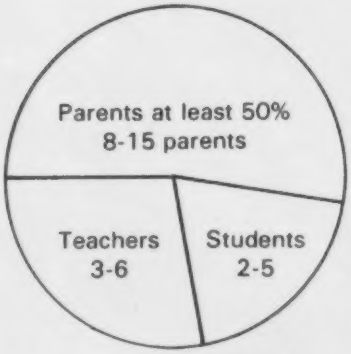
SECONDARY SCHOOLS

(Program serving both
Elementary and Secondary)

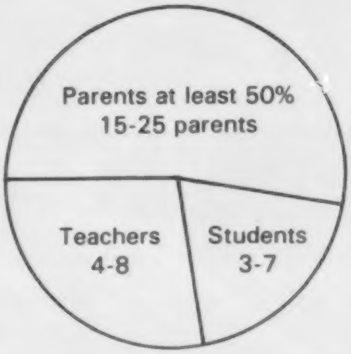
Small program — less than 100.



Medium program — 100-900



Large program — 900 +



NEEDS ASSESSMENT — TITLE IV, PART A

(For details on Needs Assessment refer to Program Development Section)

To determine the "Special Educational or Culturally Related Academic Needs" a formal needs assessment shall be conducted.

At a minimum, the applicant shall —

(1) Determine those needs and the number of children having them on the basis of dropout rates, academic achievement levels, standardized test scores, or other appropriate measures;

(2) Rank those needs on a priority basis;

(3) Examine other services that it offers to meet those needs and determine how many Indian children received those services; and

4. Determine why those other services are insufficient in either quantity or quality, or both, to meet those needs. This shall include an examination of whether those services are culturally relevant to Indian children.

The Regulations Specify:

- It is the responsibility of the parent committee to participate in the assessment of needs, and the design, operation, and evaluation of the project.
- A description of how the needs assessment and ranking process described in Section 186a.31 was carried out, including a description of the role played by the parent committee.
- On a form provided by the Commissioner, a description of the special educational and culturally related academic needs of the Indian children enrolled in the applicant's schools, including a number of children who demonstrate those needs, and a list of those needs as ranked by priority.

Helpful Hints

The required Public Hearing calls for a discussion of "Needs" and programs to meet those needs. Therefore, the Needs Assessment is to be conducted prior to the public hearing . . . it is a first step in project development.

The parent committee is required to participate in all assessments.

Note: *The regulations require Parent participation in Needs assessment. A public hearing generally precedes the development of the Parent Committees. A review of the assessed needs takes place during the public hearing . . . This makes it difficult for first year program.*

Suggestions - (1) Conduct two public hearings
(2) Perform the needs assessment in two phases.

The needs assessment must show how other services/programs have attempted to meet the needs of Indian students. An actual plan for coordinating other services/programs with Title IV is required in the section on project design.

The assessment acts as the base from which to develop a meaningful program design. Therefore, it is important to develop a comprehensive assessment:

(1) and examination of other services available in terms of: a) quality and/or quantity and b) cultural relevance to the Indian students to be served.
(2) documentation (including standardized data and non-statistical sources) to support finding of needs;
(3) description of the methods for conducting the assessment (including the parent committee's role), and ranking process;
(4) examination of those needs particular to the Indian population to be served, as distinguished from their needs as members of the general population.

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A COMPREHENSIVE NEEDS ASSESSMENT SHOULD CONSIDER BOTH INSTRUCTIONAL AND SUPPORT SERVICES.

INSTRUCTIONAL SERVICES:

1. ART, MUSIC, DRAMA, GRAPHICS
2. LANGUAGE ARTS, ORAL AND WRITTEN LANGUAGE, READING, BILINTUAL, SPEECH THERAPY
3. VOCATIONAL AND INDUSTRIAL ARTS, CAREER ED.
4. MATHEMATICS AND SCIENCE
5. SOCIAL SCIENCES AND HUMANITIES
6. PHYSICAL EDUCATION, PSYCHOMOTER DEVELOPMENT
7. CULTURAL ENRICHMENT, MULTICULTURAL EDUCATION
8. SELF CONCEPT, ATTITUDES

SUPPORT SERVICES

1. GUIDANCE, COUNSELING AND TESTING
2. USE OF DORMITORY AND RECREATION FACILITIES
3. MEDICAL AND DENTAL CARE
4. FOOD AND CLOTHING
5. SPECIAL EDUCATION SERVICES
6. SOCIAL WORK SERVICES
7. PUPIL TRANSPORTATION
8. PARENT KNOWLEDGE AND AWARENESS
9. STAFF ATTITUDES, KNOWLEDGE AND SKILLS RELATED TO INDIAN CHILDREN.

"CULTURALLY RELATED ACADEMIC NEED" refers to the incorporation of a cultural aspect (language, art, values, etc.) into the instructional plan to increase both academic achievement and personal growth (positive self-esteem, cultural awareness, etc.). The academic goal of such instruction remains the same — the meeting of acceptable skills standards.

THE NEEDS ASSESSMENT MUST BE CURRENT. There is no standard definition of "current" which can be accurately applied to all local situations. An important factor in assessing current needs is whether changes in priority ranking have occurred over the past project year. Consider changes in the Parent Committee membership, in the target population, and in resource available. A current assessment sould be performed for each new application. Under a multi-year grant, this would be once every three years.

PROGRAM DESIGN

The Program Design is based on the assessed needs of the Indian children. It is a plan describing the procedures and anticipated results caused by the additional energies made available by the grant.

It is the applicants (LEA) responsibility to design a project that includes activities, services, and materials that support and build upon the value, heritage, and traditions of the Indian Community.

The program should be developed in cooperation with the Parent Committee which at a minimum level should participate in the determination of priorities to meet the assessed needs. The design should provide for coordination with other programs such as Johnson O'Malley, ESEA Title I, P.L. 94-142.

The program design should include:

COMPONENTS: The categories and areas of the curriculum and services which are affected by Title IV funds such as: Reading, Cultural Development, Parental Aspects. The components serve to focus the energies of the program.

GOALS: Broad and general statements of intent, philosophy, and long range accomplishments for the students and program.

OBJECTIVES: The outcomes and products of the project are identified in specific measurable terms which are capable of being achieved within the project year. Both ACADEMIC and CULTURALLY related objectives must be written in measurable terms. A well written objective is an intergal part of the evaluation design in that measurements and assessments are ultimately based on the projects and accomplishments of the program. Objectives, when achieved should reduce or eliminate the assessed need.;

Objectives should include:

1. **WHO** will be affected, or who will perform the desired bahaviors/accomplishments
2. **WHAT** will be done, learned, accomplished, changed or projected
3. **WHEN** will it be accomplished, and ending date or time frame within the project year
4. **EVALUATION CRITERIA** that will be used to determine completion or accomplishments

ACTIVITIES: Methodology, solution procedures, and implementation strategies must be carried out to achieve the objectives. The activities specify the steps preferably in sequential order, that justify and account for the energies (funds) of the grant. For each activity there should be a timeline that identifies when it will take place, where it is possible specific dates should be identified (i.e. meetings, events, sessions). For on-going activities a time frame identifying the starting and end dates should be documented. Activities should be designed to affect the courses, situations and conditions that created the assessed need.

Note: *Refer to section on Program Development for complete coverage of program design.*

Activities should include:

1. The things staff and personnel will be doing that are paid for by the project.
2. The things students will be doing as a result of the program.
3. How materials, supplies, and equipment will be used.
4. All planning, implementation, and evaluation efforts by the LEA and Parent Committee.
5. Support and auxiliary services provided by the project.
6. Coordination and articulation with other programs serving the Indian children.

BUDGET: A categorical breakdown of the planned costs and expenditures necessary to achieve the objectives. The budget is based on the activities which in turn provides a description of and justification for the expenditures. The budget is documented on a form (HEW 608T) provided by OIE. A budget narrative consisting of a line item detailed description and justification developed by the LEA accompanies the budget form (608T) in the application.

Project management, evaluation, and reporting are based on the objectives, activities, and budget. The application itself should serve as the primary vehicle for program management. The program design identifies what will be acomplished, how it will be carried out, and how much it will cost. It is a contract between the LEA and OIE designed to serve the Indian community.

EXAMPLE FORMAT — TITLE IV, PART A PROGRAM DESIGN

Program Component: ______________________ Component Budget Allocation $______________________

Need Statement:

Goal Statement:

OBJECTIVES	ACTIVITIES	RESPONSIBILITIES	TIMELINE	EVALUATION DESIGN

AMENDMENTS TO THE APPLICATION

BUDGET AMENDMENT: If a grantee intends to make more than a 5% cumulative change in any line item of the approved budget, a budget amendment request must be submitted to OIE. The amendment must include:

1. Certification of Parent Involvement
2. Minutes of the Parent Committee Meeting at which the amendment was approved
3. A Revised Budget Narrative and justification for the amended categories
4. A Revised Form 608T

PROGRAM AMENDMENT: If a grantee makes a change in their program which will measurably change change the objectives, timeline, activities, and evaluation procedure of the approved grant, a program amendment must be submitted. The amendment should include.

1. Evidence of Parent Involvement
2. Objectives, timeline, activities, and evaluation plan for amended objectives

Amendments of the program or budget are closely related. A significant change in program design or implementation strategies may call for a change in budget categories. Similarly, a shift in expenditures may result in a modified program.

The following suggestions will facilitate proper program administration and implementation:

1. The Parent Committee should be involved in, review, and approve all program and budget changes.
2. Changes in program intent or design are inefficient and should be voided. Wait 30 days before making final decision on program and budget changes.
3. All revisions and amendments, Program or Budget, should be approved by OIE prior to implementation.
4. Do not make budget changes to compensate for reinbursement or coverage of unplanned expenditures.

Carry Over

There are no carry over allowances under Title IV, Part A. All funds for a given project year must be encumbered by June 30th, at the end of the project year.

Budget Period

The budget is usually approved for a period of not more than 12 months.

Extension of a Project Period

Projects are generally approved for a period of not more than 12 months. The project period may be extended if:

(a) Special or unusual circumstances exist that delay completion of the project
(b) The grantee provides the official with a written request for the extension
(c) The grantee requests the extension at least 45 days before the end of the project period
(d) The grantee states the reason that it needs the extension
(e) The extension does not violate any status or regulation
(f) The extension does not involve the obligation of additional Federal Funds.

Summer Programs

If a grantee wishes to conduct a summer program, they must submit this component with their application for approval. Summer programs should be implemented during the summer **prior to** the fall school semester **at the beginning** of the grant year.

Reports

Two performance reports must be submitted during each grant year:

1. After completion of 6 months of the project. A performance report is due within 30 days.
2. After completion of the project year a performance report is due within 30 days.

A Financial Status Report, 601-T is due 90 days after the completion of project year.

TITLE IV, PART A — APPLICATION DEVELOPMENT

— A MANAGEMENT PLAN —

PLANNING TASKS, TOPICS AND ACTIVITIES	RESPONSIBILITY	PLANNED COMPLETION DATE
1. Notify Indian Community of intent to develop Title IV, Part A program.		
2. Conduct Needs Assessment for the Indian children.		
3. Consult with appropriate Indian groups and organizations affected by the program to determine selection procedures for the Parent Committee.		
4. Establish a formal mechanism for: a. Parent Committee selection, b. Community involvement, and c. Application approval.		
5. Disseminate information to the Indian community regarding the selection procedures.		
6. Prepare information for a public hearing including; special needs of children and coordination with other programs.		
7. Publicize and disseminate information on the Public hearing including identifying date, time, purpose, and location. (local newspaper, public facilities, and Indian community facilities)		
8. Conduct the public hearing and discuss adequacy of current programs in meeting special needs and coordination with other programs.		
9. Obtain nomination for the Parent Committee in consultation with appropriate groups for the established mechanism.		
10. Written approval of application by a majority of the committee in open session per the established mechanism.		
11. Complete the needs assessment process involving the selected Parent Committee and Indian Community.		
12. Conduct second public hearing as needed.		
13. LEA and Parent Committee cooperatively develop job descriptions and By-Laws, goals, objectives, and strategies for meeting identified needs.		
14. Develop budget and budget justification according to project design and program activities as per entitlement letter.		
15. Complete the required application pages and assurances.		
16. Parent Committee reviews and provides written approval of application.		
17. LEA governing board approves the application and agrees to carry out contents.		
18. Submit application to OIE for review and approval.		

SUMMARY OF APPLICATION DEVELOPMENT

Needs Assessment

In developing a needs assessment, check to see that the following points have been addressed:

- The Parent Committee has been involved with the assessing of needs
- the assessment is comprehensive — that is, it covers all areas of need particular to the Indian students served.
- The initiation of needs assessment activity has been the first step in project development.
- Needs assessment meets the minumum criteria set forth in regulations.

Project Design

In developing a project design, check to see that the following points have been addressed:

- The project design is based on assessed needs of Indian students.
- Clearly defined, measurable objectives have been developed, including an activity plan and timeline. The objectives identify 1) number of students to be served, 2) grade levels of students served, 3) time frame of service, and 4) measurable, positive change expected in student behavior as a result of service.
- Provision has been made for the monitoring and evaluation of project objectives.
- Provision has been made for the effective administration of project activities.

Project Budget

In developing a project budget, check to see that the following points have been addressed:

- One HEW form 608T has been completed in its entirety.
- A budget narrative has been completed — that is, a detailed breakdown of each object-class category.
- A statement of fiscal control and an explanation of fiscal accounting procedures have been completed.

Grant Cycle

In reviewing the grant cycle, remember that the following points will facilitate your project operation:

- Meet all OIE deadlines.
- Call or write your Program Specialist if you have questions, problems, or concerns.
- Keep OIE abreast of project amendments and staff; Parent Committee changes.
- Submit all budget, (over 5%) program Amendments in writing 30 days in advance of requested change.

Personnel Procedures

In developing personnel procedures, check to see that the following points have been addressed:

- An Indian-Preference statement has been completed.
- Job descriptions have been developed.
- Steps for Parent Committee involvement in hiring have been designed.
- Administrative procedures and timelines for personnel duties have been established.
- A fiscal-control statement has been completed by the LEA.

THE ROLE OF THE OFFICE OF INDIAN EDUCATION IN RESOLUTION OF LOCAL SCHOOL-COMMUNITY ISSUES

The role of the Office of Indian Education for Title IV, Part A grant management is: 1) to provide technical assistance to grantees in the effective development and implementation of their Indian Education Programs; 2) to assist grantees in establishing and maintaining compliance with the fiscal and program requirements of Title IV, Part A regulations and HEW's Education Division General Administrative Regulations (EDGAR); and, 3) to review for approval grantee applications, program and budget amendments.

In the resolution of local school-community issues, the Office of Indian Education will, to the greatest extent possible, respect the concept of Indian Self-Determination by encouraging local Indian community control over local issues. The Office also recognizes the local educational agency (LEA) as the legal grantee and that it is their right to develop policies and procedures for the management of educational programs within the schools. Generally, it is the perogative of the LEA and Indian Parent Committee to resolve local issues in accordance with local district policy and the needs of the Indian community served by the LEA's Indian Education Programs.

The problem-solving processes developed for the resolution of local issues is a valuable learning experience for the LEA and Indian community. It will result in the establishment of a management system appropriate to the needs and Indian community structure of a particular school district; it will also encourage positive interaction between the Indian Parent Committee and LEA.

When it becomes evident to the Office of Indian Education that the resolution of local issues is not occurring and that conflict is seriously affecting program implementation, this Office will intervene to provide technical assistance. When policies or procedures developed by the LEA and Indian Parent Committee conflict with the legal requirements of Title IV, Part A, or with EDGAR, the Office will intercede to assure compliance.

In the resolution of all issues brought to the attention of this Office, our task will be to assure that the best interests of Indian children are being served while also grant-related activities are in compliance with the require-

CHECKLIST FOR COMPLIANCE

TITLE IV, PART A, P.L. 92-318, THE INDIAN EDUCATION ACT OF 1972.

_______ 1. The application contains an original copy of the application signed in ink by the LEA representative.

_______ 2. The application contains Part III, the Budget Information Form (HEW-608T).

_______ 3. The application contains a detailed narrative breakdown of all object class categoreis (a - k) from Part III, Budget Information Form (HEW-608T).

_______ 4. The application contains the Parent Committee Certification, assuring the involvement of the Committee.

_______ 5. The application contains HEW Form 441, Civil Rights Assurance. (If not already on file at HEW).

_______ 6.A. The application contains HEW Form 596, Protection of Human Subjects (If not already on file at HEW)

_______ 6.B. The application contains HEW Form 639, assuring no discrimination because of sex. (If not already on file at HEW).

_______ 7. The application contains documentation that the applicant is an eligible LEA. (186.2).

_______ 8.A. Satisfactory assurance is provided that the project has been developed in open consultation with parents of Indian children, teachers, and, if appropriate, Indian secondary students; including evidence of at least **ONE PUBLIC HEARING.** Section 186.13(c)(1).

_______ 8.B. Evidence is included that the public hearing provided an opportunity to discuss at least:
- (1) Adequacy of current programs to meet the special educational needs of Indian children. Section 186.14(1).
- (2) The manner in which the program will be coordinated with other programs to meet the special educational needs of Indian children. Section 186.14(2).

_______ 9.A. Evidence is included that the nomination of the Parent Committee was accomplished by procedures appropriate to the Indian community to be served (such as sanction by the tribal governor where necessary). Section 186.15

_______ 9.B. Evidence is included that factors in the nomination and selection of Parent Commttee members included geographical location, previous or current membership in a Parent Committee, experience with target schools, prior school or community activity, willingness to participate actively and make recommendations, and representation of reservation and off-reservation Indian children where necessary. Section 186.15(c).

_______ 9.C. Evidence is included that the Parent Comittee was selected by parents of the Indian children to be served, teachers, and when appropriate, Indian secondary school students. Section 186.16(a).

_______ 9.D. Evidence is included that consultation with the Indian groups listed above and prior notification and dissemination of information concerning the selection procedures occurred. Section 186.16(b).

_______ 9.E. Membership of the Parent Committee:

_______ (1) Is in proportion to the total number of Indian children to be served. Section 186.16(d).

_______ (2) Includes no more than 40 members. Section 186.16(d).

_______ (3) Includes only parents of the Indian children to be served, and, when appropriate, secondary school Indian students. Section 186.16(d).

_______ (4) Has parents constituting at least half of the Committee. Section 186.16(d).

_______ (5) Is listed with each member's name and address designated. Section 186.16(d).

_______ (6) Is listed designating the status of each member as a parent, student, or teacher.

_______ 9.F. Evidence is included that identification of individuals for consideration for membership on the Parent Committee is not determined by the applicant alone, but, to the extent practicable, is determined by consultation with such groups as parents of Indian tribes, tribal councils, institutions, and organizations which are part of the affected Indian community. Section 186.15(a).

_______ 9.G. The recommendation of the Indian groups was designed to result in the identification of persons representative of the interests of the Indian children to be served under the grant. Section 186.15(b).

_______ 10. A needs assessment was conducted after consultation with Indian community and Parent Committee which considered instructional or supportive services or experiences such as: cultural enrichment, academic guidance and counseling, use of dormitory and recreation facilities, special services for physically handicapped and mentally retarded children, and others. Section 186.18.

_______ 11.A. Satisfactory assurance is provided that the project was **developed with the participation and approval** of a properly nominated and selected Parent Committee. (This assurance must include at the minimum, a description of the steps taken by the Local Educational Agency to obtain the participation and approval). Section 186.13(c)(2).

_______ 11.B. The application describes a formal mechanism for written approval, by the majority of the Parent Committee in open session, of the application and of projects and activities to be implemented by the applicant which affect the community to be served. Section 186.17(f).

_______ 12. Satisfactory assurance is provided that the project will utilize the best available talent and resources (including persons from the Indian community). Section 186.18(b)(1) *Public Law 93-638, The Indian Self-Determination and Education Assistance Act, (passed on January 4, 1975) Section 7(b), mandates that Indian preference is to be used in hiring personnel for this program.

________ 13.A. The proposed project is designed to meet the special educational needs of Indian children.

________ 13.B. Satisfactory assurance is provided that the project will substantially increase educational opportunities of Indian children in the area to be served by the applicant. Section 186.13(b)(2).

________ 14. The application contains an evaluation plan for the program (186.12(c)). (Provision must be made for the **objective** measurement of educational achievement. Some examples of objective evaluation are pre- and post-achievement. Some examples of objective evaluation are pre- and post-testing data, school performance statistics, and questionnaires. Sample copies of testing or other evaluation instruments should be included.)

________ 15.A. The application documents how the Parent Committee will be involved in the ongoing operation and evaluation of the program. (186.17).

________ 15.B. A repository is made available to the community of documentation concerning Parent Committee functions such as records of meetings, minutes, Committee selection procedures, and a roster of Committee membership. Section 186.17(a).

________ 15.C. The Local Educational Agency will provide for dissemination and interpretation of bilingual proceedings and materials where necessary. Section 186.17(b).

________ 15.D. Policies and procedures are set forth assuring that the Parent Committee will be involved in the needs assessments and in determining priorities in meeting such needs. Section 186.17(c).

________ 15.E. Policies and procedures are set forth assuring that the Committee will have access to budget and financial reports and analyses to determine that grant funds are not being used to supplant local fiscal effort. Section 186.17(d).

________ 15.F. The application provides for planned activities to assure review by the community and Parent Committee of implementation of the application, on-going review of project activities and services, and continuing analysis for evaluation and dissemination activities. Section 186.17(e).

________ 16. Policies and procedures are set forth that Federal funds made available under the Act will be used to **supplement and not supplant** the level of funds available for the education of Indian children. Section 186.12(d).

________ 17. Fiscal control and fund accounting procedures are provided for as are necessary to assure proper disbursements and accounting for the federal funds and for such reports as may be required. Section 186.12(e).

4.0 LEGISLATION AND PROGRAMS

ESEA Title 1 .... 4.1 - 4.7

Indian Self Determination Act (P.L. 93-638) 4.8

Impact Aid (P.L. 81-874) (P.L. 95-561) 4.9

Indian Education Amendments (P.L. 95-561) 4.10

Special Education-Handicapped (P.L. 94-142) 4.11

ESEA TITLE I

Title I of the Elementary and Secondary Education Act (ESEA) is the largest Federal aid to education program. It was the first and most important Federal program assithe U.S. Office of Education to recognize that economically and educationally deprived school children may need extra help — or what educators commonly call compensatory education — to do well in school.

Public Law 89-10, the legislation which made Title I a fact, did not limit the kinds of services which could be provided with Title I funds. The first paragraph of the law, which always gives the reason for and intent of the law, says money will be given to local school districts to meet **"THE SPECIAL EDUCATIONAL NEEDS OF EDUCATIONALLY DEPRIVED CHILDREN."** Each word of that phrase is important. The word **"special"** indicates Title I funds should not be used to provide regular school services to needy children. In other words, the school district must provide **all** children with their basic education; Title I should provide **extra** services. The word "educational" emphasizes the Federal Government's idea what Title I should be an instructional, not a welfare type, program. This does not mean that Title I services must be limited to classroom help. Congressional committees studying Title I drew up a long list of services which might be provides; the list included many **supportive** or **auxiliary services,** the terms used to describe aid which is not strictly instructional. Supportive services might include free breakfast, medical exams, dental treatment, and field trips. But because Title I is an educational program, these services must be related to some educational need.

The special educational needs of educationally deprived children include many Indian children who have unique and special needs due to cultural as well as economic factors.

Title I services are provided as part of a Title I project. The law defines a **project** as one or more activities designed to meet the special needs of educationally deprived children. Most school districts will have several Title I projects. All these projects together make up the district's Title I program.

The law itself and the criteria developed for Title I by the Office of Education include some basic principles which must be followed in planning a Title I project.

1. Projects must meet the special educational needs of educationally deprived children in school attendance areas having high concentrations of children from low-income families.

2. Projects must be of sufficient size, scope, and quality to give reasonable promise of substantial progress toward meeting those needs. The first point concerns the selection of target areas. The second point means that, in terms of money. A project of "sufficient scope" implies that more than one service will be offered to needy children. For instance, a child having trouble with reading may not only need remedical instruction, he may also need glasses. The scope of the project should include all services necessary to solve the learning problems planners agreed in their needs assessment were most in need of attention. Quality is a difficult thing to judge, especially before a project actually starts. But parents should be sure that Title I projects do not duplicate other programs which failed.

The criteria also make some points about Title I programs and projects. These include:

TITLE I CRITERIA

1. A Title I program should be part of an overall compensatory education program involving the use of resources from a number of programs and agencies.

Most school districts have a number of local, State, Federal, and private agencies serving the same children (or their families) whom Title I helps. For Indian children, Johnson O'Malley Title IV, Part A, and State Indian Programs must be coordinated with ESEA Title I to prevent the duplication of services and to insure the effective and efficient use of available resources.

To be sure that all available help is used and no services are duplicated, it is important for the parent council and school officials to work with representatives of other agencies in planning a Title I program. This is especially important in programs where Title I is paying for many supportive services. Parents will know what agencies provide help within the community; they should be sure these agencies are represented in planning sessions for the Title I program.

2. The Title I program should support the regular school program and, where necessary, change it.

Most children who are educationally deprived are not responding positively to the regular school program. The Title I program should not only help these children overcome their learning problems, it should also support changes in the regular school program, making it more responsive to student needs. The regular school program, the Title I program, and any other special school programs should be planned together as a total educational package.

3. Program planners must consider providing Title I services in summer as well as during the regular school year.

4. Educationally deprived children enrolled in desegregated private schools will have an opportunity to participate in the Title I program.

The best rule of thumb is to look at what is provided in non-Title I areas of the school district. Any services paid for out of local and State money at a non-Title I school should be available at a Title I school without using federal funds.

Of course, any use of Title I funds is dependent on a needs assessment; the money should be spent on whatever will be most helpful in correcting children's learning problems.

TITLE I FUNDS

ESEA Title I is a formula grant program. That is, the amount of money available to a local school district is determined by a formula, the formula is based primarily on a poverty factor or AFDC (Aide to Families with Dependent Children) but may also consider such factors as bilingualism and ethnicity. The money is not intended to be used for a welfare program yet there is a high correlation between poverty and educational deprivation. The formula is used only to determine fund allocation; the students served and services are determined by the local school district.

The Federal money is awarded to the state which administers local programs.

Before the SEA gives Title I money to a local school district, it must approve the district's Title I application. The application is a legal document outlining how the district planned its Title I program and how that program will be operated. A school district must submit a new Title I application each year. Each State designs its own application, but certain items must be included. They are:

1. Evidence of **maintenance of effort.** In other words, a school district must prove that it is continuing to support Title I schools with State and local funds as much as it did before Title I money was available.
2. Data indicating children in Title I schools receive their fair share of services and staff provided with State and local money.
3. Data to support the selection of **eligible attendance areas,** that is, those areas with higher numbers or percentages of children from low-income families than the LEA average.
4. Needs assessment data.
5. Description of the involvement of non-public school children.
6. Description of parental involvement.
7. Description of the project. This should include a title for each project, an explanation of the educational problems to be solved, how participants were selected, objectives for the project which can be measured in terms of student performance, a description of how the project will operate, an evaluation design, plans for inservice training of staff members, and an itemized budget. A district's Title I program may include several projects.
8. Plans for disseminating information about the Title I program. This includes keeping staff members, parents, the general public, and State and Federal officials informed about Title I activities.
9. Budget summary.
10. Equipment inventory. This is especially important in school districts where some Title I activities will be held at desegrated private schools.

The LEA must also promise in the application to control all Title I funds, to own all equipment purchased with Title I money, to submit an annual report and any other reports requested to the SEA, and to prevent discrimination in Title I activities.

Thus, although the application is part of the funding process, it is also an essential element in the planning and operation of a Title I program. The SEA not only uses the application to determine if a school district receives Title I funds, it also uses the application to monitor local Title I activities; that is, to be sure the program is operating as it was planned.

Each member of a parent advisory council should receive a **free** copy of a district's Title I application before it is forwarded to the SEA. This should be done in plenty of time to allow council members to comment on the application. In addition, anyone else who wants to see the application should be given the opportunity to do so. Parents' comments, if not included in the application, should be sent to the SEA along with the application.

In examining a Title I application, parents should consider at least the following questions:

1. What information was used to select attendance areas where Title I services would be offered? Are these data the best indicators of where the most needy children live and attend school?
2. Did the school district officials consult parents and community agencies serving the target area about the needs of eligible children?
3. What criteria were used to consider who of the eligible children would actually participate in the Title I program?
4. Could any other State or local agency, either private or public, provide any of the services included in the Title I program?
5. Do schools with Title I services receive the same amounts of State and local assistance as non-Title I schools in the district?
6. Who designed the Title I program? How were parents involved?
7. Can the goals of the program be measured objectively?
8. Are any non-instructional activities included in the program? If so, will they have a direct bearing on educational performance?
9. Does the Title I program differ from the regular school program? Are they complementary?
10. Are teachers and teacher aides trained together? Is their training adequate?
11. Are non-public school children going to participate in the program?
12. How much information do parents have about Title I activities in the district?

SEA staff members will be asking themselves many of these same questions in examining local Title I applications.

DUTIES OF A PARENT COUNCIL — TITLE I

Although Title I regulations say parents must be involved in the planning, development, operation, and evaluation of Title I projects, they do not spell out how this involvement should take place. The few specific functions of the parent council mentioned in the regulations include:

1. To review applications and evaluations of past and present Title I programs.
2. To make recommendations about the needs of eligible children and how these needs can be met.
3. To submit comments, if desired, to local school personnel and the State about the Title I application.

Beyond these duties, the functions of the council should be decided jointly by members of the council and the local school administrators. Figure 3 illustrates the types of functions a council should assume.

The council should be particularly concerned with community relationships. In addition to acting as a go-between for other parents and citizens and the school administration, council members should encourage better school-home relationships. They should invite other parents and community members to visit Title I projects, to take part in council meetings, and to make suggestions about Title I activities. The council should be sure Title I activities, especially those which are successful, receive publicity.

DUTIES OF THE LOCAL SCHOOL DISTRICT — TITLE I

Local education agencies must support and co-operate with their Title I parent advisory councils. In general, this means a school district must:

1. Provide any information **parents** may need to participate effectively in the planning, development, operation, and evaluation of the Title I program.
2. Consider **parents'** views. Title I regulations specifiecally say that parents should have a chance to voice their opinions about the needs of educationally deprived children in Title I target areas and about the Title I application. Parents' viewpoints should be sent to the State along with the Title I application. Parents'
3. Establish a procedure for handling complaints from **parents** and other community members.
4. Provide the parent council with plans for developing future Title I projects.
5. Describe in the project application how parents were involved in the planning of the project and develop plans for continuing their involvement.

To fulfill this last duty, a school district must provide each member of a parent council, free of charge, with the following:

1. Title I laws
2. Federal regulations and guidelines about Title I
3. State regulations and guidelines for Title I
4. Current and past Title I applications
5. Current and past Title evaluations

School officials should also provide parent council members with any other information they may need to perform their duties.

In addition to these duties to parents in the entire school district, school officials must keep all parents — not just council members — in each project area aware of the Title I services available to their children.

ESEA TITLE I

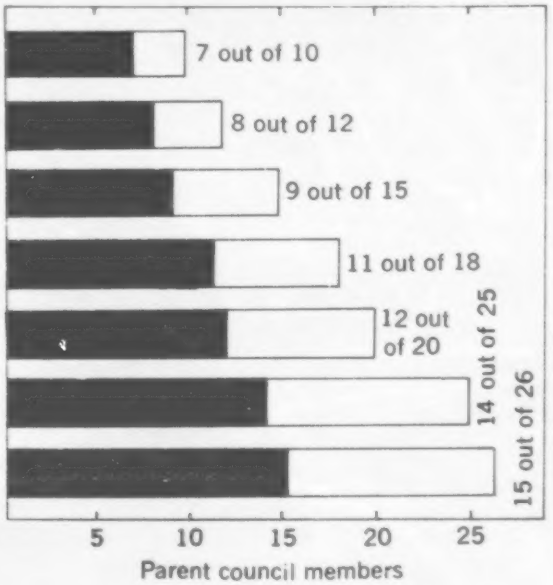
PARENT COMMITTEE

— A Parent Advisory Council —

A Parent Advisory Council must be formed for each Local Education Agency with a Title I program. Similar to other Federal program, this parent committee and parents of children served must be involved in the planning, development, implementation, and evaluation of the project.

PARENTS — MORE THAN A MAJORITY

Among the most important porvisions is the one requireing tht the council be made up of "more than a simple majority of parents". Figure 2 illustrates the meaning of this phrase. For instance, if a council had 25 members, a simple majority would be 13. But since the regulation requires "more than a simple majority", a 25-member council must include at least 14 parents of children eligible for Title I.



SCHOOL DISTRICTS WITH INDIAN POPULATIONS MUST BE SURE THAT PARENTS OF INDIAN CHILDREN ELIGIBLE TO RECEIVE TITLE SERVICES ARE REPRESENTED ON THE DISTRICT'S PARENT COMMITTEE.

ESEA TITLE I — BUREAU OF INDIAN AFFAIRS

The Title I program for Indian children living on Government reservations is run by the Bureau of Indian Affairs (BIA), a part of the U.S. Department of the Interior. The BIA acts as a State education agency in supervising the Title I program. It approves the Title I applications of BIA schools, monitors the Title I programs, and handles complaints related to the program.

The BIA has signed a memorandum of understanding with the U.S. Office of Education agreeing to obey all Title I rules. Every parent council at a BIA school and every head of a school should have a copy of this memorandum.

In order to receive funds, the Bureau of Indian Affairs must comply with the same rules as States receiveing funds, including the submission of a State Plan to show how Title I funds will be spent.

The Title I program for Indian children should not be very different from any other Title I program in terms of its administration because it must still follow all Federal laws and regulations. It must involve parents, study the needs of eligible children, plan projects to meet those needs, and include a detailed budget.

But a program for Indian children **should** differ from other Title I programs in content. It should consider the diffrent cultural and sometimes linguistic background of the students. It must examine the limited environment of the reservation and consider the necessity of planning field trips to expose students to different educational experiences.

School districts with Indian populations must be sure the parents of Indian children eligible to receive Title I services are represented on the district's parent advisory council.

Parents of children attending Federal schools on Indian reservations are usually close because they live on the reservation year-round. However, parents of children attending BIA schools away from home will find it harder to become involved in Title I activities. Nevertheless, their opinions must be considered in planning the Title I program.

Many Indian children no longer live on reservations but have moved with parents to large urban areas. If these children live in an attendance area where Title I services are available, their special needs should be examined in planning the local Title I program.

EXAMPLE — TITLE I — COMPONENT

Language Arts
Component

PROGRAM DESCRIPTION

Objectives	Major Activities	Time Line												
		J	A	S	O	N	D	J	F	M	A	M	J	J
	Above and beyond services													
2.0 ESEA Title I participants will exhibit a mean grade equivalent score growth of 1.0 as measured by pre-post testing (October 1979 and May 1980) on the CTBS/S for seven months of instruction.	2.1 ESEA Title I participants will be provided a flexible program of language skill development based upon diagnostic-prescriptive procedures for participants having identified needs. This program will be conducted on an individual or small group basis (ratio 1:8 or less) either in the classroom or Title I Center by the teacher, resource aide or classroom aide for an average of two hours per week or more. (Teacher log)													
	2.2 Title I instructional aides will be used to provide services directly to participants, keep Title I records and to relieve teachers to work directly with and for Title I participants. (Aide log)													
	2.3 Existing and to be purchased System 80 remedial materials will be available to participants on an individual diagnostically prescribed basis, in the Title I Center together with other Title I services materials. (Student records)													

INDIAN SELF-DETERMINATION ACT — P.L. 93-638

The Indian Self-Determination and Education Assistance Act, P.L. 93-638, became law in January, 1975. This legislation gives Tribal governing bodies the authority to:

- Contract for the administration and operation of a Bureau program.
- Obtain a grant to strengthen Tribal government.
- Establish a Johnson-O'Malley Committee.
- Re-design a Bureau service program to better meet Tribally established goals and priorities

The Bureau of India Affairs was given the responsiblitiy for the implementation fo the Act and also a specified amount of money for this purpose. Grants are made available to the Tribes for strengthening and improving Tribal governments. Contractural procedures are established to enable tribes to contract for the administration of Bureau of Indian Affairs programs.

Several basic principles underlie the policy of Self Determination which are:

- The recognized Tribal governing body is the primary organization to exercise the Self-Determination authority.
- Congress intended that Tribal operation and direction of Indian programs is to be increased. The Federal Governments' involvement will shift to technical assistance, evaluation, and monitoring.
- Self-Determination is not termination of Federal trust responsibility. The Act reaffirms the Governments unique and on-going relationship with Indian people.

Title II of P.L. 93-638, the Indian Education Assistance Act, amends the Johnson-O'Malley Act. It sets up an application process for contracting for special education projects to supplement the regular school program for eligible Indian students. States, school districts, Tribal organizations and Indian Corporations may contract for these programs. Title II also provides for maximum Indian participation in the development, approval, and implementation of the contracted JOM program.

IMPACT AID (P.L. 81-874)

Several significant changes have been made in the Impact Aid law by the Education Amendments of 1978 (P.L. 95-561). Title X of the new law contains provisions which revise Impact Aid for all eligible schools and provides for overall operation of the program. Title XI, Part A, contains special rules and funding authorization for those schools educating Indian children who live on Indian lands. The new rules contain language relating to the involvement of Indian tribes and parents in the operation of the program serving their children.

The Impact Aid Act, (P.L. 81-874), was created by Congress in 1950 to provide financial assistance to public school districts which included tax-exempt military bases or other federal property within their school district boundaries. Funds received from Impact Aid programs are "in lieu" of local property taxes that would be collected if the property were not owned by the Federal Government.

The funds are included in the general operating budgets of the school districts, there are no required specific use of these funds, except that they cannot supplant or replace funds that the district is entitled to under any state aid program.

Although some Indian children originally benefited from the Impact Aid program, there was concern about duplication between this program and the Johnson-O'Malley program. In 1958, the Impact Aid program was amended to specifically include public schools educating children residing upon Indian lands, since these lands are also tax-exempt. At the same time, the Johnson-O'Malley program was redesigned to be a supplemental program, instead of a basic support program, to provide for special services to meet the unique educational needs of Indian students.

The Impact Aid law has been reauthorized periodically and numerous revisions have been made, primarily resulting in the expansion of the program. P.L. 95-561 Education Amendments of 1978 has reauthorized the program for five more years. Significant changes have been made, especially in regard to Public school districts which educate eligible Indian students. Those changes are outlined for you here:

TITLE XI — PART A INDIAN EDUCATION

Part A, Sections 1101 a-d, of P.L. 95-561 affects any school district that receives Impact Aid funds because it enrolls eligible Indian students. This portion of the law increases funding for these schools and mandates the active involvement of Indian parents.

a. Impact Aid funding for children who reside upon Indian lands is increased to 125% of the normal entitlement. In order to qualify for this increased funding, school districts are required to establish policies and procedures that will ensure:
   1) The equal participation of Indian children in the education programs of the school district;
   2) The dissemination of applications, evaluations, and program plans to the parents of Indian children and the Indian tribes involved;
   3) The opportunity for parents of Indian children and the Indian tribes involved to present their views regarding the P.L. 81-874 application, including the opportunity to make recommendations concerning the needs of their children and ways by which they can assist their children in realizing the benefits to be derived from the educational programs assisted by the P.L. 81-874 funds;
   4) The active consultation and involvement of the parents of Indian children and the tribes affected in the planning and development of programs assisted by Impact Aid funds;
   5) The general opportunity for parents of Indian children and representatives of the affected tribes to present their overall views on the educational program, the operation of such programs and the degree of parental participation allowed.

Some of the assurances listed above were required by the Impact Aid law before the enactment of P.L. 95-561. Although the school district officials had to sign these assurances in the application, there was little follow-up by the U.S. Office of Education to ensure that the school district actually put into practice the required actions. Had it been determined that the assurances were not put into practice, there were no penalties involved.

P.L. 95-561 COMPLAINT PROCEDURE

A major change created by P.L. 95-561 is the inclusion in the law of complaint procedures, penalties and options for the affected tribes if teh school districts involved do not comply with the law. These new provisions include:

a. A tribe, or its designated agent, may file a written complaint with the U.S. Commissioner of Education (HEW) regarding actions of the school district relative to any of the plicies and procedures that are required to be established by this section of P.L. 95-561.

b. When a written complaint is received, the Commissioner of Education is required to do the following within 10 working days:
   1) Designate a time and place for a hearing — the place must be near the school district or near both the affected tribe and the school district;
   2) Designate a hearing examiner;
   3) Notify the affected tribe and the school district of the time, place, and nature of the hearing and send copies of the complaint to both;

c. The tribe and the school district may present evidence relative to the complaint and submit recommendations.

d. Within 30 days after the hearing, the hearing examiner will make a report to the Commissioner of Education, submitting written findings of fact and recommending remedial action, if necessary.

e. Within 30 days of receiving the hearing examiner's report, the Commissioner of education will determine, in writing, the appropriate remedial action, if any, to be taken by the school district, the schedule for completion of such action, and the reasons for his decision.

f. The Commissioner of Education will provide the tribe and the school district with copies of the hearing record, the hearing examiner's findings and recommendations, and his own final determination. The final determination of the Commissioner shall be subject to judicial review.

g. The Commissioner of Education will have the discretion to consolidate complaints involving the same tribe or school district.

h. If the school rejects the determination of the Commissioner of Education, or if the required remedy is not undertaken within the established time and the Commissioner determines that an extension of time will not effectively encourage resolution of the conflict, he shall withhold payment of all funds for which the district is eligible under this section, unless tha complaining tribe request that such funds be released. However, the Commissioner may not withhold such funds during the course of the course of the school year if he determines that such action would substantially disrupt the educational program of the district.

i. If the school district does not undertake the required remedial action and the Commissioner of Education determines that an extension of time will not encourage resolution of the problem, the Secretary of the Interior is to develop regulations that will permit the affected tribes to elect either:
   1) Contact with the Bureau of Indian Affairs under Title I of the Indian Self-Determination and Educational Assistance Act (P.L. 93-638) to provide the educational services previously provided by the public school district:
   2) Have educational services provided by a Bureau of Indian Affairs school.

   These regulations shall also establish procedures whereby the funding necessary to provide the new educational services may be obtained and establish such procedures as are necessary to ensure orderly and expeditious transition in the providing of educational services.

INDIAN EDUCATION AMENDMENTS OF 1978

P.L. 95-561, Title XI

The Indian Education Amendments, Title XI, of P.L. 95-561, calls for major changes in the administration of the Bureau of Indian Affairs education program. The Amendments establish a new line authority structure in Bureau education programs; it establishes school funding allocation guidelines; a new personnel system for the operation of Indian schools; and causes the Bureau to develop national Indian education standards.

1. ADMINISTRATIVE REORGANIZATION

The Act establishes a new chain of command in B.I.A. Education. The Assistant Secretary is required to direct B.I.A. education programs through a central director of education. This director supervises BIA education personnel in the field. Area directors and agency superintendents are removed from control of education programs. Authority for BIA school supervisors and the locally elected school boards has been increased to include the development of school budgets and the employment of educational personnel.

2. FUNDING FORMULA

The dollar amount allocated to each Bureau operated school will be determined in the future according to a formula which takes into account the number of students and size of the school; special cost factors (i.e. isolation, special staffing needs, overhead costs associated with contracting, need for maintenance and repairs), and the need to provide services at least equivalent to State public schools.

Generally, the Bureau formula will apply to all BIA schools and to all schools operated under contract with the BIA. The Act establishes a floor for any BIA or contract school which is located in a public school district receiving funding for Indian education under other Federal laws. That school would not receive less per Indian student than is being received per Indian child by the public school.

3. PERSONNEL

Title XI establishes a new system for the employment of educational personnel in an effort to insure the prompt filling of vacancies with qualifies personnel. Regulations have been drafted to govern such matters as relating to appointments, promotions, removal, leave, pay and classification. Under the new system, local Indian school boards shall be entitled to waive formal education or degree requirements on a case-by-case basis to enable a BIA school to employ tribal members to teach culture and language. The Act also authorizes the employment of teachers directly by local school supervisors, after consultation with the school board.

4. NATIONAL STANDARDS

Minimum academic standards for the education of Indian children are required to be developed. The standards are applicable to all schools operated by the Bureau and may also apply to Indian-controlled contract schools, but only if contract schools request their implementation. The Act directs the Secretary to assist contract schools in implementing the standards through contracting procedures.

Additional statutory requirements imposed on the Bureau by Title XI include the establishment of a computerized education management information system; the publication of uniform education policies, practices and procedures; the institution of a policy for recruitment of qualified Indian educators; and the insurance of the constitutional and civil rights of Indian students attending Bureau schools.

P.L. 94-142 SPECIAL EDUCATION

— THE LAW AND INTENT FOR NATIVE AMERICANS —

I. Intent of the Law — P.L. 94-142 Special Education

Through federal laws, funds have been made available for the education of all school age children with exceptional physical, behavioral or learning needs. These laws provide for a free and appropriate education for all students, including Indian children who are found to have special education needs beyond the regular curriculum and program options. The intent of these laws is to focus on each handicapped student as an individual with unique needs, and to provide an educational program which is designed specifically to meet those special needs.

HANDICAPPED INDIAN CHILDREN

P.L. 94-142, Sec. 611

"(f) (1) The Commissioner is authorized to make payments to the Secretary of the Interior according to the need for such assistance for the education of handicapped children on reservations serviced by elementary and secondary schools operated for Indian children by the Department of the Interior. The amount of such payment for any fiscal year shall not exceed 1 per centum of the aggregate amounts available to all States under this part for that fiscal year."

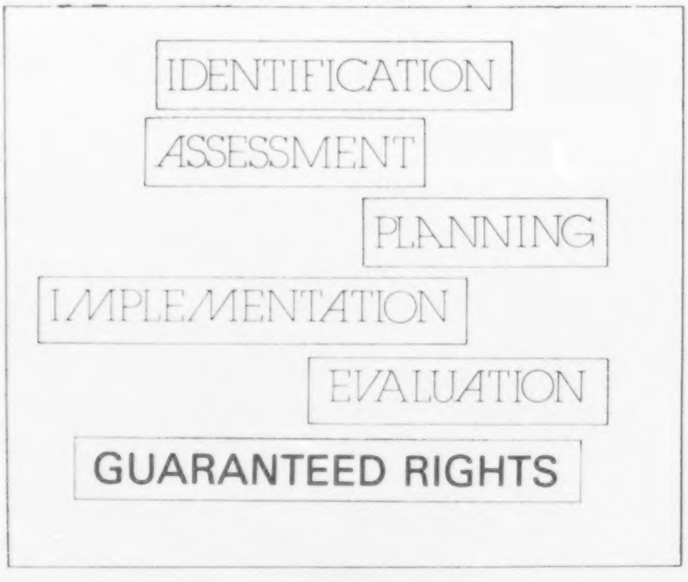
II. Provisions of the Law

Specific rights for the parents of Indian children, and for the children themselves who need or are receiving special education have been provided through P.L. 94-142. These laws also assist public education agencies in implementing and conducting quality educational programs for Indian children with exceptional needs.

In order to provide full educational opportunities for each child, the law (P.L. 94-142) specifies the following:

1. **Search** — each educational community must actively and systematically locate children who may need special educational services.
2. **Assessment** — once located, the individual child's unique strengths and weaknesses must be tested for and identified.
3. **Individual Educational Program**
   a. Planning — With the cooperative involvement of parents and educators, the assessment findings are interpreted, the student's needs are determined, and the appropriate programs to meet those needs are designed.
   b. Implementation and Review — daily activities to meet the student's needs are scheduled, and specific curriculum, services and equipment are brought together for the student's benefit. The student's progress is monitored to assure appropriateness of the daily activities.
4. **Procedural Safeguards** — Parents' and students' rights to be treated fairly and equally are ensured through legal requirements.

FULL EDUCATIONAL OPPORTUNITY



1. **Search** — Identifying Student in Need

All children, including Indian children from birth through school age who are referred must be assessed by the public education agency to determine (1) if a handicapping condition exists, (2) the nature and extent of the handicapping condition, and (3) the individual's needs.

Who can make a referral?

A referral may come from a parent who suspects that their child may have exceptional needs, from a classroom teacher, a counselor, or other interested persons.

Who is the referral made to?

The referral should be made to the public education agency which has jurisdiction in the area of the child's home. Once a referral has been received it must be accepted and acted upon within a specified period of time by the local education agency or other public or private resources it choses to utilize.

Which children need to be referred?

Children who are suspected of having special needs in the areas of social or emotional behavior, communication abilities, auditory or visual abilities, mental abilities, physical characteristics or multiple handicaps should be referred for an assessment. A child is considered to have special educational needs when a disability in any of these areas interferes with his learning development such that some special procedures are required for the child's maximum development. This would include the referral of Indian children who demonstrate difficulty learning through methods which are generally used with non-Indian students.

What are some specific behaviors that could indicate to an Indian parent that their child might need to be referred?

A child might need to be referred if he was having some difficulty learning, and consistently demonstrated that he was:

Social/Emotional Behavior	—Disruptive at home or in class —Resentful of authority —Having poor peer relations —Withdrawn or restrained
Communication Abilities	—Having difficulty explaining his thoughts —Mispronouncing words and sounds —Confused by verbal explanations or directions —Reluctant or fearful in speaking situations
Auditory Abilities	—Needing to have things repeated to him —Delayed in development of speaking abilities
Visual Abilities	—Squinting, tilting his head to look at things, holding objects close to his head —Inattentive to objects or visual tasks such as looking at pictures —Awkward in games and activities requiring eye-hand eye-hand coordination
Mental Abilities	—Delayed in general developmental skills; motor language, sensory —Having difficulty learning repetitive tasks
Physical Characteristics	—Experiencing poor health —Having physical disabilities —Having severely impaired sight

ASSESSMENT BY A MULTIDISCIPLINARY TEAM

SPECIALISTS WHO MAY CONTRIBUTE:

Health Services
Psychology
Social Work
Language, Speech & Hearing
Special Education Personnel
Program Specialists
Parents
Others as appropriate

2. Assessment — Determining the need

Once a referral has been made, parent consent for assessment must be obtained before an Indian child or any other child can be tested. The laws provide that the parents be informed of the reasons for assessment and the materials and procedures which are to be used.

Are special provisions made for the assessment of Indian students?

All tests and evaluation materials are to be administered in the child's **natural** language, and they are to be selected and administered so as to not be racially or culturally discriminatory. Diagnostic procedures used for placement of individuals with exceptional needs must be appropriate to the individual's ethnic, cultural, and linguistic background.

Who does the assessment?

The assessment is made by a multidisciplinary team, including at least one teacher or specialist in the area of the child's suspected disability. Some areas of speciality which may be considered in the assessment of an Indian child's needs are: Health Services; psychology; social work; speech language and hearing specialists; special education personnel; program specialists; and assessment contributions by the parent.

3. Individual Education Program

a. Planning

Each school age student (ages 4 years, 9 months through 18 years) who is found to have special needs will have an individualized education program developed to meet that child's unique needs. It will provide for special education and related services at no cost to the parents, in the least restrictive environment for the child.

Who participates in the planning for the Indian child's needs?

Parents, as well as school personnel are involved in reviewing assessment data, planning goals determining special education and related services provided, and identifying the most appropriate learning learning environment for the child.

What provisions are made to help inform parents?

Notices to parents regarding planning meetings for their child must be written in language of the parents. Actions will be taken to insure that the parents of handicapped children understand the proceedigs at meetings concerning their children.

PROGRAM OPTIONS/POSSIBILITIES

LEAST RESTRICTIVE ENVIRONMENT

Regular School Programs
Itinerant Teacher Programs
Resource Room Programs
Special Class/Centers
Special Schools
Home and Hospital Services

What determines the least restrictive environment for an Indian Student?

To the maximum extent possible, all children with handicaps are to be educated with non-handicapped students. Removal from the regular class occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aides and services cannot be achieved satisfactorily. Each Indian student should attend the school he or she would attend if the handicapping condition do not exist, unless this will not meet his or her specific educational needs. In determining the least restrictive environment for each child, the primary consideration should be the quality of services they would receive in accordance with the indivivual educational plan.

What types of services are available to Indian students with special needs?

The amount and kind of special education for Indian students must be determined in accordance with each child's specific needs. The public education agency is responsible to provide special types of services, which can be funded through application for federal funds.

Some types of special programs which can be considered for Indian students with exceptional needs include:

Itinerant Teacher Programs —	The student spends the major part of his time in the regular classroom and is taken out of the room for short periods. The specially trained itinerant teacher may serve several schools and can visit the exceptional child and his teacher at regular intervals — This type of program is especially suited to rural areas where the exceptional children attend schools across a wide area.
Resource Room Programs —	The exceptional student is enrolled in the regular classroom, and goes to a resource room only for specialized instruction in his particular need area. The resource teacher is often able to use different techniques and material than are used in the regular classroom.
Special Classes —	When the needs of the student cannot be met in a regular class, he may be enrolled in a special day class where he can receive specialized, individual instruction to prepare him for the regular class. Whenever possible, the students from special classes can be intergrated with non-handicapped students for recesses, lunch, and other academic or non-academic activities.
Special Schools —	Some types of disabilities are served through special schools. This provides for a highly restrictive environment, as it does not allow for educational interaction of handicapped with non-handicapped students.
Home and Hospital Services —	When children are confined to a home or hospital for long periods of time, specially trained teachers can come to the student on a daily or regular basis, as the child's needs require.

b. Implementation and Review

Once the Individual Education Program has been designed and the long range goals for the child have been established, specific objectives for meeting those goals must be written and implemented. The daily activities which the child will perform will be based on this implementation plan, the plan will be reviewed periodically, and not less than annually.

Who develops the implementation procedures for Indian children?

As with all aspect of planning for the child with special needs, the parents' participation and input are needed, along with the school personnel who will be working with the student in the specific areas of his disability. When applicable, the students themselves should be involved in the development of the activities that will meet the tools that have been designed for their unique needs.

What is included in the Implemenation Program?

Each implementation plan will include statements regarding objective criteria, evaluation procedures, and schedules for determining it the short-term instructional instructional objectives are being met. It will also specify the extent to which the student will participate with non-handicapped students in academic or non-academic activities. The implementation plan must address the child's mode of learning, as well as his strengths and weaknesses as indicated by the assessment informaiton. Due to the Native American's culture and heritage, the learning style and modality of the exceptional Indian student may be unique and different from similar disorders in other students. Therefore, the IEP of the Indian child should reflect not only the handicapping condition but the specific learning strengths and weaknesses that may be related to his cultural heritage.

What are the requirements of the Individual Education Plan review?

Each review meeting will include a school administrator or supervisor, the child's teacher, one or both parents, the child where appropriate, and other individuals as needed. At the review, which will be done at least annually, the pupil's progress will be evaluated, and goals and objectives for the child's specific needs will be revised or updated.

4. Procedural Safeguards

1. Student Rights

The primary intent of federal laws regarding Indian students with exceptional needs is to ensure the rights of the child and the appropriateness of his education.

What are the rights of Indian students regarding . . .

a. Educational Opportunity?

All individuals with exceptional needs have the right to a free and appropriate public education including the full educational opportunity that is available to non-handicapped students, to the greatest extent possible.

b. Confidentiality?

The confidentiality of personally identifiable information about the child must be protected by a responsible school official. This information cannot be released to anyone who is not authorized by law to have access to it without parental consent.

c. Involvement in the Education Process?

Exceptional students have the right to be involved, as much as possible, in the decision making about their won needs and education.

2. Parent Rights

The laws provide that parents of exceptional students are to be informed participants in all aspects of the education of their child. All written notices or meetings regarding their child must be interpreted in the parents' native language. From the time their child is referred for assessment, parents are guaranteed specific rights.

What are the rights of parents of Indian students regarding . . .

a. Consent?

Parents must give consent before their child can be assessed or placed in any special education program. Once the child is receiving special services, parents can be made. They may withdraw their consent at any time.

b. Assessment?

If parents do not agree with the result of the school's assessment of their child, they may request that an independent or private assessment be provided by the public schools.

c. The Individual Education Program?

Parents have the right to participate in the development of the I.E.P. for their child. If the parents and the public school cannot reach agreement on any aspecit of the I.E.P. contents, the parents may choose to (1) refuse consent, in which case no special education services would be provided, or (2) initiate due process hearings.

d. Due Process Hearings:

Parents can initiate due process hearings when they are in disagreement with the public education agency on matters concerning the identification, evaluation, educational placement, or the appropriateness of the public education of the child.

To initiate a hearing the parent must submit a written request to the school district superintendent. The hearing process must be completed within 45 days after the request.

What provisions are made to help parents understand the procedures of the hearing?

The public education agency has the responsiblity of informing parents of their hearing rights. An interpreter will be provided during the hearing if the primary language of the parent is other than English.

e. School Records:

Upon request, parents must be permitted to inspect and review any records that the school has relating to their child with exceptional needs. If parents believe that information in the records is inaccurate, misleading, or in violation of the privacy or rights of their child, they may request that the information be amended.

III. Administration of P.L. 94-142

In order to meet the many unique needs of exceptional students, public school agencies have found different means to provide the necessary special services.

What are some ways, public education agencies can administer and provide P.L. 94-142 services to Indian students?

1. Small school districts often join together with other small school districts or with a county Office of Education to form a coalition or consortium. In this way they can provide the required **Resources and personnel** for the program.
2. Large districts may provide an autonomous program, with all necessary special services and resources available from within their own LEA.

3. In some districts, special services and resources are best provided through contracting with the county Office of Education or other programs. (district)

How does a school district receive funds for meeting the needs of exceptional Indian students under P.L. 94-142?

The money is allocated to School districts (LEA) on a formula grant basis. The district must develop a proposal and apply for the funds. The amount of money applied for is determined by the number of qualified students that have been assessed and are actually enrolled in the program.

What is the school district's responsibility regarding personnel development as outlined by P.L. 94-142?

The federal law provides that all school personnel shall be provided the opportunity to participate in ongoing personal development activites. This would involve the public school agency identifying the skill and knowledge needs of professional educators, community members, local boards of education, volunteers, parents, and children in regular classes; and the designing and conducting of activities to meet these needs — to ensure quality education for all Indian sutdents with exceptional needs.

QUALITY EDUCATION
IN
INDIAN
PROGRAMS

INDIVIDUALIZED EDUCATIONAL PROGRAM

CHECKLIST FOR PARENTS

I.E.P. REQUIREMENTS	QUESTIONS YOU SHOULD ASK
Present Level of Functioning:	– What areas are covered: reading__; writing__; math__; speech__; language__; social__; emotional__; adaptive behavior__; physical skills__; daily living skills__; functional academics__; vocational/career development__; self concept__; general health__; vision__; hearing__; difficulties with learning environment: methods__; materials__; peer/adult interaction__; psychological/general intelligence__. – What assessment was done in the skill areas? – Was the assessment thorough? – Do the results correspond to your knowledge of your child's ability?
Long-range goals:	– Are they based on assessment of your child's present performance? – What changes are expected in your child's behavior? – Given your knowledge of your child, are they appropriate?
Performance Objectives:	– Will they help your child reach the stated goals? – Can your child's progress on each objective be measured? – Could you tell if your child had mastered the objective?
Evaluation Procedures and Review Date:	– How will your child's progress be measured? – When will the team meet to review/revise the I.E.P.?
Placement Recommendation:	– What makes this placement appropriate to your child's needs? – Will your child be in contact with non-handicapped peers? How often?
Special Education and Related Services:	– What services does your child need (speech therapy; auditory training, etc.)? – Will they be provided? – By whom? – How often – When will services begin and end?

5.0 PROGRAM DEVELOPMENT

Needs Assessment .... 5.1 - 5.10

Instruments and Surveys .... 5.11 - 5.20

Goals .... 5.21 - 5.24

Components 5.25

Objectives .... 5.26 - 5.31

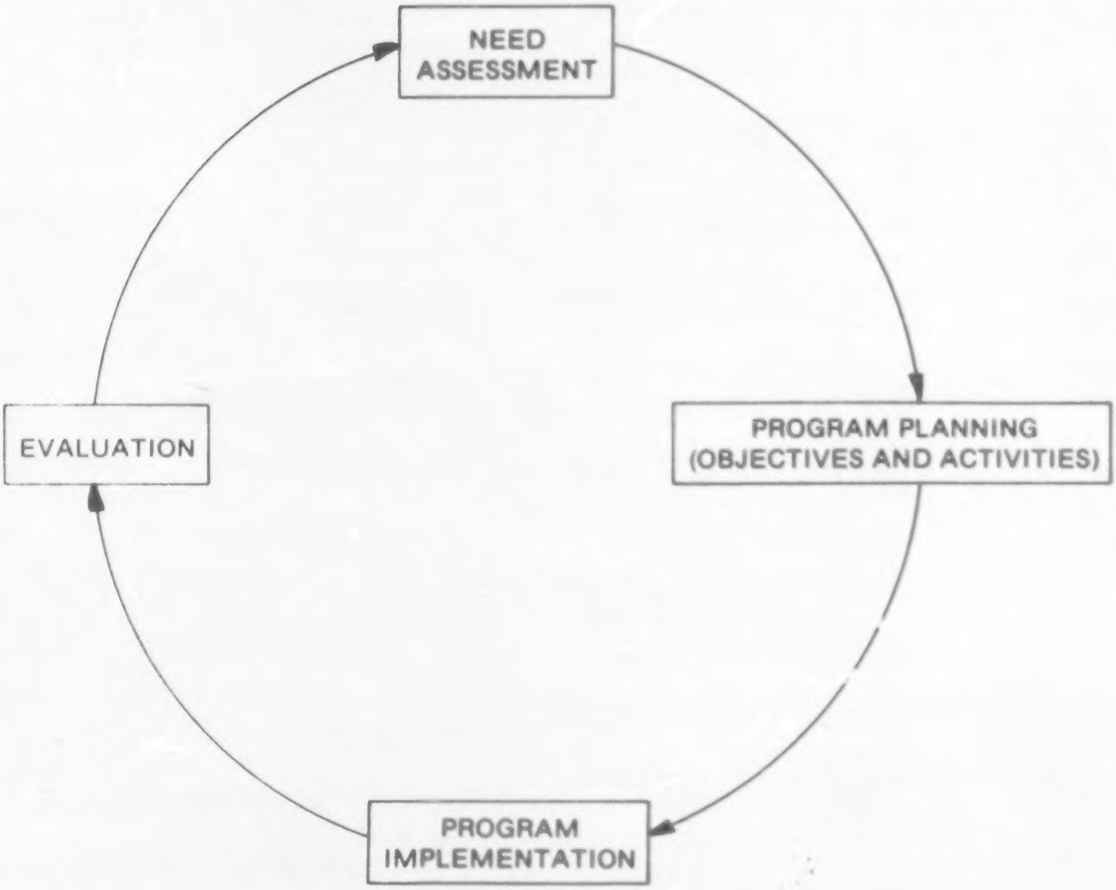
Activities .... 5.32 - 5.34

Budget .... 5.35 - 5.40

A MANUAL FOR PROGRAM DEVELOPMENT

THE PROGRAM CYCLE

NEEDS ASSESSMENT
A common starting point
Why do we need an Indian Education program?
What problems can be solved through education?
What are the GOALS of the Indian community?
How can education contribute to the GOALS?
How can education benefit the individual?
What are the special needs of Indian students?


NEED ASSESSMENT
PROGRAM PLANNING (OBJECTIVES AND ACTIVITIES)
PROGRAM IMPLEMENTATION
EVALUATION

NEEDS ASSESSMENT: A Common Starting Point

What is a "Need"?

- — A problem to be solved.
- — A situation or condition to change.
- — The difference between "What is" and "What should be".
- — The difference between the "Existing condition" and the "Desired Condition".

What is a Needs Assessment?

- — A needs assessment is a process or procedure that identifies the NEEDS.
- — It is the procedure used to determine the problems to be solved.
- — The needs assessment should focus on people: Students, Parents, Staff.
- — The needs assessment should address those things that can be affected by the Indian Education program.

Why Do a Needs Assessment?

- — By first identifying the "needs", a program can be developed to eliminate those needs.
- — A needs assessment insures total involvement of community and school.
- — A needs assessment provides an objective base for decision making.
- — A needs assessment also identifies strengths and assets.

How are "Needs" Identified?

- — Research activities: community, parent, staff and student surveys.
- — Pupil performance date: test and student records.
- — School records: attendance, ethnic percentage.
- — Public data: employment records, welfare data, community composition.
- — School organization data: services, equipment, staffing.

Priority

Language Arts
Component

NEEDS ASSESSMENT

"What Is" (Problem or Situation)

NEEDS ASSESSMENT TASK SHEET

Person/Group
Responsible

Parent Involvement Component
Needs Assessment

Needs Assessment

Situations or Problems

NEEDS ASSESSMENT

Data Needed
And/or Source

2.3 Title I instructional aides will be used to provide services directly to participants, keep Title I records and to relieve teachers to work directly with and for Title I participants. (Aide log)

Title I above and beyond services

Data Sources

1.5 Students with exceptional needs will be referred to Master Plan Center for further evaluation and assistance. (Referral list)

A Common Starting Point

1.2 Enrichment language arts materials will be purchased by each teacher (decentralized budgeting) to meet the identified needs of the students featuring varied learning modalities. (Materials list)

NEEDS ASSESSMENT

NEEDS ASSESSMENT

The needs assessment process and procedures are probably the least understood segment in project proposal definition and writing. A needs assessment is any determination of what the actual or perceived needs are of an organization, a group or an individual. A need is defined as a "condition of lacking" or "discrepancy from what is expected to be." It can be based on either subjective or objective information. Clearly, objective, quantifiable data (information) is preferable in determining need.

Conducting a needs assessment should have sufficient time and effort devoted to it to insure accurate results, but does not have to be a complicated process. Needs are developed from a study of current existing data (information) or from collected information which is specific to determining whether a particular "lacking" or "discrepancy" truly does exist within the district. From this information a clear, concise, credible list of district needs can be objectively determined.

Various forms or means of collecting valid information are available to conduct a needs assessment.

Sources of data are immediately available to Indian communities and efforts to collect the data need not be extended beyond those communities. A starting point is with enrollment data. From this data predictions about the district's stable, declining or increasing enrollment by grade levels can be predicted. Studies can also be conducted concerning bilingual, socio-economic, ethnic minority or special education students in the district.

Community members charged with the responsibility of assessing the community and school needs should never overlook school records and required reports to the State Department of Education or Federal Government. Often these records will include testing data and other pertinent factors.

Average Daily Attendance (ADA) reports will reveal information about the school district's student population. A close examination of this data may reveal attendance trends by the month or week. Often a free lunch or special student program can affect daily attendance figures.

Staffing patterns in a school may prove relevant to problems that exist. Such information as student/teacher ratio, salary schedules, salary incentive and other important factors that can affect teacher morale should not be overlooked. Special assessments of staff and student attitudes may also be collected to add validity to the needs rationale. Tax rates and per pupil expenditures are important in completing a district data bank.

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DATA SOURCES

1. Completed surveys of students, parents, community and staff (perceived needs)

2. Recorded student school data

   a. Test data, teacher observations and records
   b. Enrollment figures (preschool, elementary, secondary, special education)
   c. Ethnic and foreign speaking percentages
   d. Average daily attendance
   e. Attendance (absenteeism, truancy) and tardiness
   f. Dropout incidence
   g. Disciplinary action and suspensions/expulsion incidence
   h. Students using counseling services voluntarily
   i. Exemplary Honor students
   j. Students performing unsatisfactorily
   k. Mobility and transfer incidence
   l. Participation in extra-curricular activities
   m. Career Education information
   n. Follow-up surveys of graduates and dropouts
   o. Health records

3. Recorded school organization data

   a. Program area offerings and deficiencies
   b. Institutional structures
      i. staffing patterns
      ii. facilities
      iii. equipment
      iv. materials
      v. services
   c. Teacher/pupil ratio
   d. Staff experience
   e. Tax base
   f. Per pupil expenditures
   g. Salary schedule

4. Public data

   a. Law enforcement records
   b. Family stability information
   c. Socio-economic information
   d. Welfare data
   e. Voting records
   f. Employment data

5. Meetings of students, staff and community to identify and assess areas of concern

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NEEDS ASSESSMENT

Needs (Existing Conditions)	**Assessment Procedures** (Data Source)	**Priority** 1 = high priority 2 = moderate priority 3 = low priority
Indian students in grades K-6 are achieving two grade levels (average) below actual grade placement in reading and math	CTBS (Comprehensive Test of Basic Skills)	
— Seventy percent of the Indian students have negative attitudes towards reading	Student Survey	
— Eighty percent of the Indian students have a poor self-concept and lack of positive experiences in school	Student Survey	
— Ninety percent of the Indian parents are not involved in any school related activities	Parent Survey School Records	
Seventy-five percent of the Indian Community between the ages of 18 - 25 are unemployed	Public Employment Records Tribal Council Records	
The school lacks equipment, material and curriculum related to the Indian cultures	School Inventory	
Ten percent of the Indian parents attend adult education courses	Adult School Records	
Fifteen percent of the Indian students have vision defects	School Health and Auxiliary Service Records	
Ten percent of the Indian students have hearing defects	School Health and Auxiliary Service Records	
Ten percent of the Indian students have speech defects	School Health and Auxiliary Service Records	
Three percent of the Indian high school graduates go on to a college or a university	Community Survey	
Twenty-five percent of the Indian students do not graduate from high school	School Records	
The 135 Indian students were absent an average of one and one-half (1½) days per week	School Attendance Records	

Needs	Assessment Procedures	Priority
The school staff had a mean score of four on a 1 - 10 rating scale of awareness and knowledge on Indian culture, heritage and life style	Teacher Rating Scale	
Eighty percent of the Indian students entering high school indicated "little" or "no" knowledge of careers	Student Survey	
There is a lack of trained "high level" Indians available to fill management and leadership roles in the community	Employment Records Community Survey	
The non-Indian population is not aware of or interested in Indian problems and needs	Community Survey	
Eighty percent of the Indian children served evidenced limited experiences outside their home environment	Teacher Observations and Survey	
Seventy percent of the Indian community members indicate they receive little or no information from the school	Community Survey	
Ninety percent of the 200 AFDC (Aid to Families with Dependent Children) students are members of the Indian Community	School Records Welfare Department	
Eighty-five percent of the Indian parents lack a basic awareness or understanding of the school's programs	Parent Conferences	

EXERCISE

Go over the examples of "Needs" and rate each item as a 1 (high), 2 (moderate), or 3 (low) priority as they relate to your local situation.

List the top three "high priorities" in the space provided below. (Modify the percentages, numbers, etc., to more closely represent your local situation.)

1.

2.

3.

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Collect Supportive Needs Assessment Data

Based upon your "Needs Assessment Task Sheet," collect the data needed to verify stated problems or situations (not all will require student data). Following is a list of possible sources for student data:

EXAMPLE
Needs Assessment Task Sheet

Components	Situations or Problems	Data Needed and/or Source	Person/Group Responsible	Reporting Date
1.0 Parent Involvement	1.1 Volunteers do not understand continuums.	1.1 Survey of volunteers	Volunteer Coordinator	10/15
	1.2 Not enough parent volunteers	1.2 Number of hours volunteered last year.	Volunteer Coordinator	10/15
2.0 Language Development	2.1 75% of our students still score below the 50th percentile	2.1 CTBS scores	Psychologist	10/15
3.0 Health/Auxilliary Services	3.1 Very little follow-up by nurse after students are screened	3.1 Percentage of students receiving follow-up from nurses' records.	Nurse	10/15

Write Needs Statements For Each Component

This is the first step in the actual writing of your Plan after all the needs assessment data is collected, the project coordinator should combine collected data with "problem statements and situations" and translate into "what is" statements and list data sources. Include separate statements for Title I students in all instructional components.

Grade Levels	"What Is" (Problem or Situation)	Source of Data
K-6	90% of the parent volunteers surveyed indicated they do not sufficiently understand continuums	Parent Volunteer Survey, April, 1978
K-6	To date this year, 15 parents have volunteered a total of 850 hours	Parent Volunteer Records

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Following are examples of how you may word "what is" statements from a variety of sources:

Standardized, Norm-Referenced Test Data

- Of the 207 students in K-3 tested on the CTBS Reading tests in October of 1979, only 31 scored at or above the median.
- Students (N-135) achieved the following distribution of scores on the SAT Math test in September of 1979.

  Below Q_1 — 5%
  Q1 — Q_2 — 17%
  — Q_3 — 41%
  Above Q_3 — 37%

- Students in grade 3 averaged 0.6 months growth in computation skills for each 1.0 month of instruction (CTBS pre-post test in 1979-80)

Criterion-Referenced Data

- Skill on the Kindergarten checklist.
- at their level on the language profile.

Survey Data

- 73 Percent of the 2nd-3rd graders reported on a survey that they had friends who belonged to other cultural or ethnic groups.
- 86 Percent of the parents of K-3 pupils responded on the questionnaire that their children preferred to watch television rather than read for pleasure.

Observation Data

- Teachers observe that approximately 70 percent of the pupils have positive self concepts.
- Teachers and aides observe that only 25 percent of the students work independently in the math lab.

Screening Data

- 98 Percent of the pupils have no untreated vision problems.
- 14 Percent of the students have speech impediments requiring therapy.

After the project coordinator has completed a needs assessment page for each component you are then ready to begin writing objectives and activities.

NEEDS ASSESSMENT QUESTIONNAIRE CONSTRUCTION

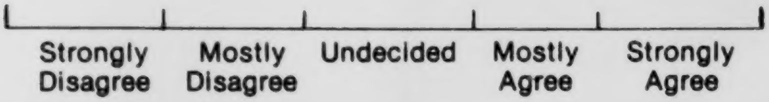
DEVELOPING QUESTIONS

The usefulness of any questionnaire depends upon the collection of accurate information and this, in turn, depends upon precisely written questions. The following rules for questions developed should be considered.

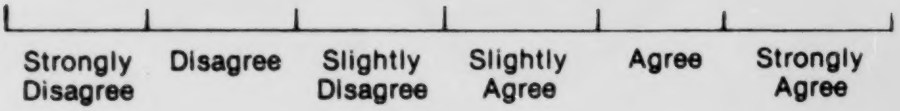
1. Use simple sentences which avoid uncommon or ambiguous language.
2. Avoid asking for opinions on subjects with which the respondents are unfamiliar.
3. Avoid hard or soft words (those with extreme connotations, either positive or negative), but don't avoid extremes to the extent that a question becomes meaningless.
   NOT: Do you think that the social studies curriculum should include a discussion of the benefits afforded by a communist society?
   BUT: Should the social studies curriculum include discussion of the beneficial elements of non-democratic, non-Western governments?
   (The term "communist" will elicit an emotional response.)
4. Don't lead the respondent, getting him to give a particular answer, through your choice of words.
   NOT: Do you think the program designed to meet individual needs is a good idea?
   BUT: Do you think the current individual needs program is adequate?
5. Avoid ambiguity in questions — items for which it would be possible for respondents with opposing viewpoints to give the same answer.
   NOT: Do you think that sex education should be taught to every elementary school student?
   BUT: Do you think a unit in sex education should be considered for the sixth grade curriculum?
   (Both those opposed to sex education and those who feel it should be taught but only to the older elementary school children would have to answer "no" to the first question. Keep questions specific so that like responses will reflect like opinions. Avoid using terms as "every" or "all".)
6. Avoid using two qualifiers in a question, and avoid writing questions which lead respondents to worry over a response which they feel they must qualify.
   On a "Strongly agree to strongly disagree" scale:
   NOT: The counselor is usually available.
   BUT: The counselor is available.
7. Avoid questions which lead respondents to worry over their response.
   NOT: Does your child spend more time playing indoors than outdoors?
   BUT: Does your child enjoy quiet, individual activities such as reading or drawing?
   (The parent might hesitate to answer the first question because the response might depend on the season — more time spent outdoors in summer.)
8. Avoid writing compound questions.
   NOT: How adequate are the criterion-referenced tests in reading and math?
   BUT: In your opinion, are the criterion-referenced tests in reading good diagnostic tools?
   (Perhaps the reading tests are fine but those for math are inadequate.)

9. Do not make assumptions about respondents in the questions.
   NOT: Could you attend more regularly if the classes were held at night?
   BUT: Would night classes be more convenient for you to attend than day classes?
   (The first question assumes the respondent does not attend regularly. Don't alienate the respondent by making false assumptions.)
10. Do not use questions which may seem threatening to the respondent.
   NOT: Was summer school worthwhile for your students?
   BUT: Would you rank students' degree of enjoyment of summer school higher or lower than their enjoyment of the regular school year?
   (A teacher could not answer "no" to the first question without seeming to admit that his or her teaching ability is not what it should be.)
11. When using a scale for answer alternatives, be sure you create equal intervals between each choice.

NOT:



BUT:



(In the first scale, the distance between "Mostly Agree" and "Undecided" is too great, especially when there is too little distance between "Mostly Agree" and "Strongly Agree." Also, a response of "Undecided" will not give you worthwhile data, unless there is a large number of such responses. The second example is better as it gives the respondent more choices, with equal intervals between each.)

12. Word items in a way that suggests action will be taken as a result of the response.
   NOT: How do you feel about the individualized reading program at Smith School?
   BUT: Below are listed the specific steps of the individualized reading program at Smith School. For each step indicate (a) what you like best about it, and (b) what you would most like to see improved.
13. When a question calls for a YES or NO answer be sure you can identify the meaning of a negative response.
   NOT: Do you like reading better than math?
   BUT: Do you like reading better than math? If NO, explain.
   (A NO answer could mean "I dislike them both," "I like math better," or "I like them both equally." Without an explanation, no decisions can be made based on the data.)

FORMAT DEVELOPMENT

The format determines the overall effect of your questionnaire. A logical, clean format will not only help ensure the respondents' completing the questionnaire, but will help you when tabulating the returned data.

The following list of format suggestions includes most of the points to remember when putting your questionnaire into its final form.

1. Brevity is important. Write as many questions as you think of at first; then edit, cut, combine, discard until you have only essential questions that require no more than 10 minutes for parents and 15 for staff to complete.

2. Group questions calling for the same method of response together. Multiple choice questions should be in one section, charts requiring completion with designated symbols should be in another section, etc. Mixing confuses the respondents and slows data tabulation.
3. Always reprint scales and response alternatives on new pages if there is a carry over.
4. Don't crowd items. Pay attention to margins, centering, etc. A crowded questionnaire will put the respondent off — it will seem impossible to complete.
5. Limit the number of open-ended responses, limit the space for the responses, and organize a system for tabulating them at this stage. Suggestions for tabulating this type of response include classifying comments as (a) positive or negative, (b) suggestion or criticism, or by (c) area of topic.
6. Choose a type size and style that is easy to read (no smaller than pica type).
7. Make sure the directions are close to the sections they refer to, and that answer spaces are directly in line with corresponding questions.
8. Avoid formats that foster response sets, i.e. a condition of mind that causes a respondent to answer each specific question according to general opinions. For example, if a respondent thinks a program is terrible, he will respond unfavorably to each question related to that program without really reading the items. He is ready (set) to give such responses. There are two ways to guard against a response set:
   a. Explain to the respondents what a response set is and ask them to make a conscious effort to avoid falling victim to it.

   Since this direct approach often fails, try the sneaky approach.

   b. Do not word all items the same way. Vary questions so that opinions will be reflected by positive responses in some instances and negative in others; e.g., are you opposed to changing the standard reading text in grades 1 to 3? Are you in favor of altering that portion of our modern math program dealing with computational skills? This technique will force the respondent to read each question.
9. Plan on revision. Check preliminary drafts of your questionnaire with decision makers; their input at this stage will insure your collecting data that will be useful for them.
10. Finally, don't be afraid to be different. Respondents will pay closer attention to a questionnaire that doesn't look like just "any other old form".

WRITING DIRECTIONS

Simple, specific, complete instructions are a must, since they will help insure that (1) the questionnaires are easy to complete (thereby increasing the chances of their return), and (2) replies will not be invalidated due to misunderstanding about how to respond.

Remember when writing directions:

1. "Complete the following" is usually not enough. The respondent may not understand what you mean by "complete" or may not be able to identify "the following".
2. Use underlining, CAPITALIZATION, and other similar techniques for emphasis.
3. Supply a new set of instructions for each format change and identify sections as Part I, Section B, etc., so the respondent can easily follow directions.
4. Provide examples for complex directions.

5. If a questionnaire goes to a parent with more than one child in a school, direct the parent to the child who should be considered when answering. NEVER ask the parent to select from among his or her children. *YOU* must offer the criteria for selection, such as, "Answer for the child who most recently had a birthday." This random selection will eliminate any unknown bias.

The last direction in your questionnaire should tell the respondent what to do with the completed form: to whom it should be delivered, and any other procedures (e.g., should it be folded a certain way). Statements such as the following are a good way to close:

> Place the completed form in the attached postage paid, reply envelope, and mail.
>
> Thank you for your time and cooperation.

REVIEWING THE INSTRUMENT FOR QUALITY

After you have completed a draft of your instrument, have representatives of the various groups to be surveyed critique it. The following pages are a sample checklist to help facilitate this process (you may need to adapt it to fit your instrument).

Checklist for Quality of Sample Survey Instrument

	YES	NO
I. INTRODUCTION TO THE INSTRUMENT		
A. Is "why am I filling this out?" answered?	☐	☐
B. Will the respondent feel the survey is important?	☐	☐
C. Is the Introduction an appropriate length?	☐	☐
D. Is it set off from the rest of the instrument?	☐	☐
II. DIRECTIONS		
A. Are they simply written?	☐	☐
B. Is there a separate set for each format change?	☐	☐
C. Will all respondents understand all the words and phrases contained in the directions in the same way?	☐	☐
D. Have samples been supplied for complex tasks?	☐	☐
E. Have appropriate points of emphasis been made (e.g., underlining, capitalizing)?	☐	☐
III. GENERAL		
A. Is instrument pleasant to look at?	☐	☐
B. Is spacing appropriate?	☐	☐
C. Do scales contain equal intervals?	☐	☐
D. Is the questionnaire appropriately titled?	☐	☐
E. Is the instrument an appropriate length?	☐	☐
F. Do respondents know what to do when completed?	☐	☐

V. ITEM CHARACTERISTICS

For each item (question on the survey), check (✓) if conditions A through E are met.

	ITEMS (Questions)											
	1	2	3	4	5	6	7	8	9	10	11	12
A. Words have same meaning for all. No chance for confusion. Written in the language of the respondent.												
B. Maximum of one qualifier in the question (either in stem or response, but not both).												
C. No "hard" or "soft" words used. Does not lead the respondent.												
D. Respondents should know something about this item.												
E. Not a compound question.												

INDIAN EDUCATION
NEEDS ASSESSMENT

Rate each of the items below by circling the number which best indicates your feelings and perceptions. A number 1 rating is low in terms of priority and importance. A number 5 rating is a top priority of extreme importance. The high priority items will serve as a basis for the Indian Education program.

IMPORTANCE/PRIORITY RATING

low . . . mod. . . high

GOALS

	1	2	3	4	5
1. Develop skills in reading, writing, speaking, and listening.	1	2	3	4	5
2. Develop a desire for learning now and in the future.	1	2	3	4	5
3. Develop pride in work and a feeling of self-worth.	1	2	3	4	5
4. Appreciate culture and beauty in the world.	1	2	3	4	5
5. Gain information needed to make job selections.	1	2	3	4	5
6. Develop skills to enter a specific field of work.	1	2	3	4	5
7. Learn how to examine and use information.	1	2	3	4	5
8. Develop an awareness and understanding of the Native American Culture and Heritage	1	2	3	4	5

PROGRAM DESIGN: OBJECTIVES & ACTIVITIES

1. To reduce the number of Indian students that are behind in reading, language, and math.	1	2	3	4	5
2. To reduce the drop out rate among Indian high school students.	1	2	3	4	5
3. To provide instruction through Cultural activities.	1	2	3	4	5
4. To increase the number of Indian parents and Community members involved in school programs and activities.	1	2	3	4	5
5. To increase communication between home and school.	1	2	3	4	5
6. To provide educational programs for Indian parents leading to a knowledge and understanding of the school.	1	2	3	4	5

PROGRAM DESIGN: OBJECTIVES & ACTIVITIES

IMPORTANCE/PRIORITY RATING

low . . . mod . . . high

	1	2	3	4	5
7. To provide training for the school staff to help them develop skills and understanding related to Indian education.	1	2	3	4	5
8. To reduce the disciplinary referrals and truancy rates among Indian students.	1	2	3	4	5
9. Develop curriculum and obtain materials specific to Indian cultures.	1	2	3	4	5
10. Provide counseling services for Indian students at all at all grade levels . . . K - 12.	1	2	3	4	5
11. Provide counseling services for Indian students at the high school . . . grades 9 - 12.	1	2	3	4	5
12. To develop learning centers for Indian students.	1	2	3	4	5
13. Develop an "Indian Students Activity" program which would include social and sports activities.	1	2	3	4	5
14. Provide for cultural awareness and self-concept development through field trips.	1	2	3	4	5
15. Provide special tutorial services for Indian students that are behind in Reading, Language, or Math.	1	2	3	4	5
16. Provide instructional aides for Indian students at the elementary grade levels, K - 6.	1	2	3	4	5
17. Provide instructional aides for Indian students at the intermediate levels, grades 7 & 8.	1	2	3	4	5
18. Provide instructional aides for high school Indian students, grades 9 - 12.	1	2	3	4	5
19. Teach Reading, Language, and Math through Cultural activities and programs.	1	2	3	4	5
20. To provide supplemental materials, equipment, supplies, and resources for Indian students. Includes library books, tape recorders, learning games, etc . . .	1	2	3	4	5
21. Conduct a detailed assessment for each Indian student identifying specific deficiencies in all curricular areas.	1	2	3	4	5
22. Conduct special conferences with parents of all Indian students.	1	2	3	4	5
23. Provide "enrichment" activities and resources including music, art, sports, P.E., field trips, etc. . . .	1	2	3	4	5

SURVEY
FOR TEACHER AIDES & PARENT VOLUNTEERS
ASSESSMENT OF ATTITUDES, AND KNOWLEDGE OF SCHOOL PROGRAM

The following questionnaire is designed to assess your interests, skills, and understanding of the school program. This information will help us in placing you in a specific assignment and to identify your training needs.

1 - not at all 2 - limited 3 - adequate 4 - good 5 - very good

1. To what extent do you feel you could supervise students in:					
Reading (reading to students, pronouncing words, listening to children read)	1	2	3	4	5
Math (helping with number games, drill using flash cards)	1	2	3	4	5
Spelling (give spelling test, drill students on vocabulary)	1	2	3	4	5
Handwriting	1	2	3	4	5
Language arts (help students write short stories)	1	2	3	4	5
Art (help with crafts, painting, cut outs)	1	2	3	4	5
Music (accompany students, lead sing-alongs)	1	2	3	4	5
Drama (assist with plays, skits, puppet shows)	1	2	3	4	5
Physical education (supervise playground activities, simple games)	1	2	3	4	5
Science (help with special science projects)	1	2	3	4	5
Social Studies (making displays, charts)	1	2	3	4	5
Health (help to teach simple hygiene)	1	2	3	4	5
2. Do you feel you could:					
Take attendance, complete forms, and maintain student records	1	2	3	4	5
Run dittos	1	2	3	4	5
Run audio-visual equipment	1	2	3	4	5
Check papers	1	2	3	4	5
Tutor individuals (using materials developed by the teacher)	1	2	3	4	5
Lead a small group discussion	1	2	3	4	5
Put up displays or bulletin boards	1	2	3	4	5
Supervise playground activities	1	2	3	4	5
Make tape recordings of special reading materials	1	2	3	4	5
Develop special units of activities (under teacher direction)	1	2	3	4	5
3. School Program					
To what extent do you feel you understand the provisions for parent involvement in JOM	1	2	3	4	5
Do you feel you have a working knowledge of school policies and procedures?	1	2	3	4	5

4. Your philosophy (1-disagree 2-agree 3-strongly agree)

I feel that it is important to be friendly with children	1	2	3
I feel that each child should be treated as an individual	1	2	3
I enjoy learning new skills	1	2	3
I would like to volunteer because it would bring me closer to my child	1	2	3
I enjoy doing new things, applying ideas to new situations	1	2	3
I enjoy working with people	1	2	3
If I though it was necessary, I would discipline a child at school	1	2	3
I am willing to be directly supervised by a teacher and	1	2	3
directed in my activities as a volunteer	1	2	3
When possible, I enjoy designing my own activities	1	2	3
I feel that the school should provide fun, motivating activities for parents to use in teaching their children in the home	1	2	3

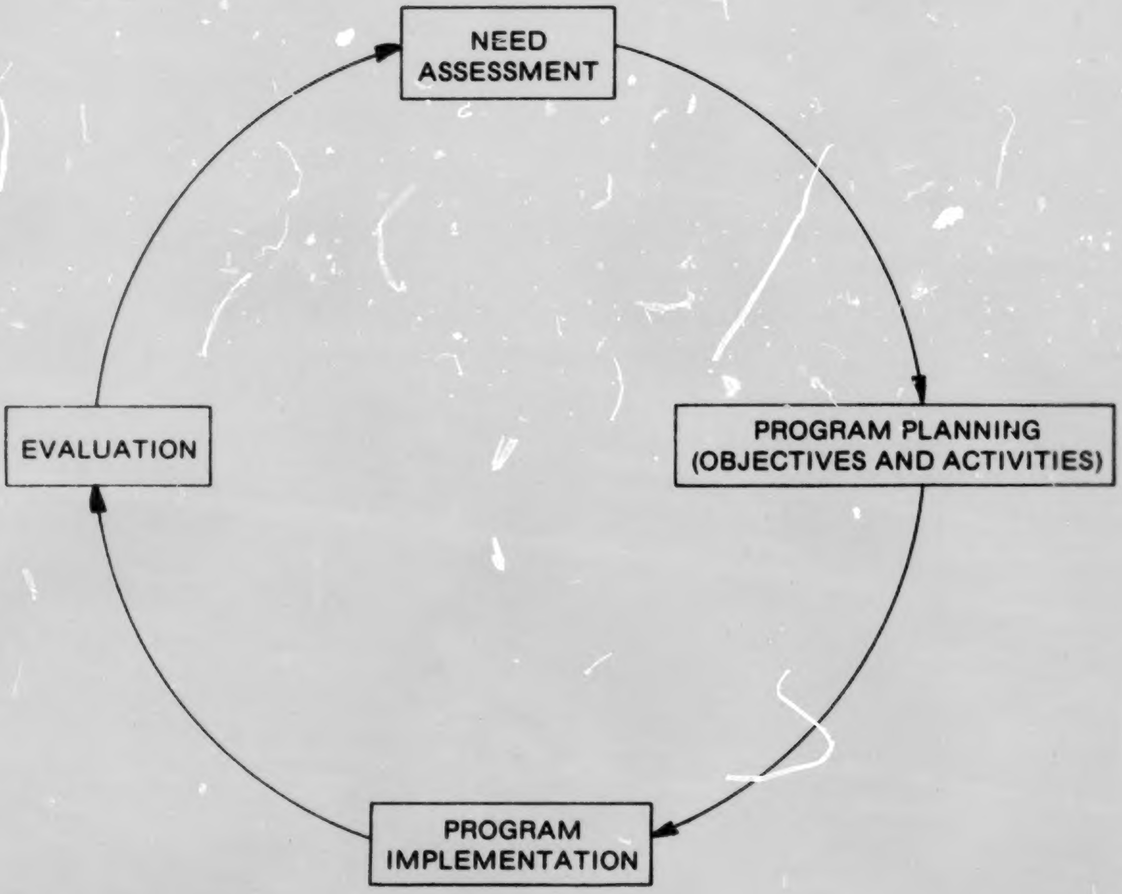
5. Assessment of training needs:

(1-disagree 2-agree 3-strongly agree)

I would like to learn more about the growth and development of children	1	2	3
I would like to know more about how children learn and and ways i can help my child learn	1	2	3
A training session on varying instructional methods (e.g. diagnostic/prescription, individualized instruction) would be helpful	1	2	3
Parent education should include ways to help a child develop a positive self-image	1	2	3
I would attend a training session on behavioral management techniques	1	2	3
I would like more information on the development of proficiency standards for high school graduation and how they will affect my child	1	2	3
I would like more information on ways parents can become involved in the school program	1	2	3

THE PROGRAM CYCLE

PROGRAM PLANNING
How can we reduce or eliminate NEEDS?
What are the priorities of the Indian community?
How much progress can be made this year? Next year?
What are the best uses of program dollars?
How can we coordinate with other programs?


NEED ASSESSMENT
PROGRAM PLANNING (OBJECTIVES AND ACTIVITIES)
PROGRAM IMPLEMENTATION
EVALUATION

GOALS

GOALS are general statements of end. Goals profide a philosophy and establish parameters for the planning process. They are usually general and are subject to a variety of interpretations. Goals set a direction for the Indian community and programs designed to serve that community. They are long term yet should be attainable in three to five years.

Goals represent perceived needs and should be considered as part of the needs assessment. The following examples of goals have been developed specifically for Indian programs. These goals may or may not be relevant to the needs of your community yet they provide a base that, with a few modifications, may be applicable to any given situation.

GOALS

- — LEARN ABOUT AND TRY TO UNDERSTAND THE CHANGES THAT TAKE PLACE IN THE WORLD.
- — DEVELOP SKILLS IN READING, WRITING, SPEAKING, AND LISTENING
- — LEARN HOW TO EXAMINE AND USE INFORMATION.
- — DEVELOP SKILLS TO ENTER A SPECIFIC FIELD OF WORK.
- — LEARN HOW TO BE A GOOD MANAGER OF MONEY, PROPERTY, AND RESOURCES.
- — DEVELOP A DESIRE FOR LEARNING NOW AND IN THE FUTURE.
- — APPRECIATE CULTURE AND BEAUTY IN THE WORLD.
- — GAIN INFORMATION NEEDED TO MAKE JOB SELECTIONS.
- — DEVELOP PRIDE IN WORK AND FEELING OF SELF-WORTH.
- — GAIN A GENERAL EDUCATION.
- — TO RAISE THE LEVEL OF ACHIEVEMENT FOR INDIAN STUDENTS UP TO THE LEVEL OF NON-INDIAN STUDENTS.
- — TO RESTORE AN AWARENESS AND UNDERSTANDING OF THE INDIAN CULTURE TO THE INDIAN STUDENTS.
- — TO IMPROVE EDUCATIONAL OPPORTUNITIES FOR THE INDIAN PEOPLE.
- — TO DEVELOP A POSITIVE ATMOSPHERE AND ENVIRONMENT AMONG THE INDIAN PEOPLE THAT WILL PROMOTE STABLE FAMILY UNITS.
- — TO INCREASE THE NUMBER OF INDIAN PEOPLE ENTERING PROFESSIONAL STUDIES SUCH AS SCIENCE, MEDICINE, LAW, AND MANAGEMENT.
- — DEVELOP INDIVIDUALS WHO ARE CONFIDENT, PROUD, AND ABLE: TO GET ALONG WITH OTHERS WITHOUT SACRAFICING THEIR OWN IDENTITY.

ACHIEVING COMMUNITY GOALS

Goals become reality only through well planned programs. The achievements resulting from program services and activities should be directly related to the long range goals of the Indian community.

The following diagram illustrates how GOALS are interpreted into PROGRAMS.

COMMUNITY GOALS

SOCIAL ECONOMIC EDUCATION GOVERNMENT SELF DETERMINATION

LEVEL I: GOALS are established by the Indian community that set the direction of the programs. The goals represent the desired situation, under ideal conditions, for the Indian community in all areas that effect the total community such as economics, government, and education . . .

PROGRAMS

DISTRICT TITLE I JOM TITLE IV PARENT EDUCATION

LEVEL II: PROGRAMS are designed to achieve the goals of the dommunity. In education there are a variety of programs that contribute to the accomplishment of education goals of the community such as Title IV, JOM, and Title I.

COMPONENTS

READING STAFF CULTURAL PARENT AFFECTIVE CAREER

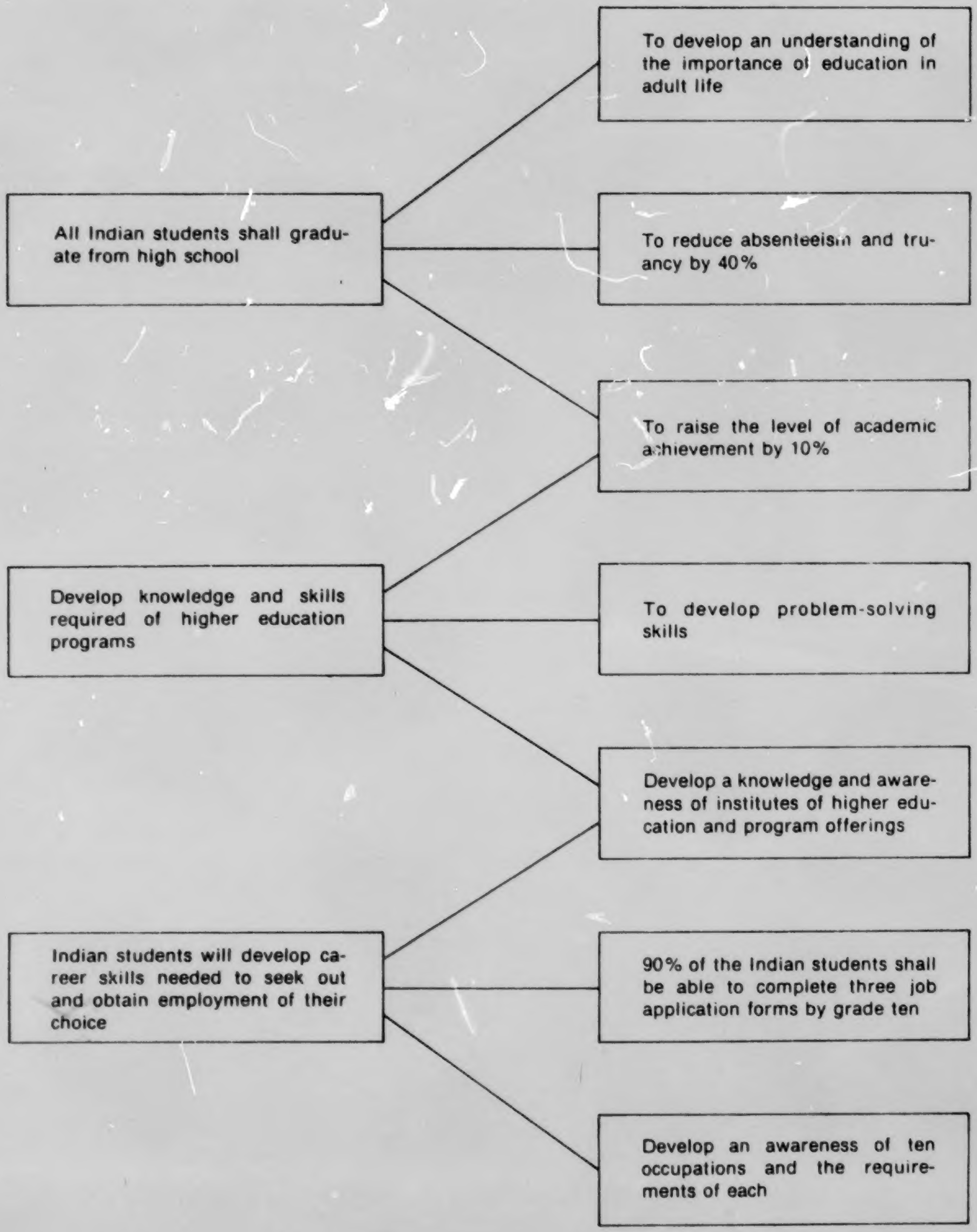
LEVEL III: COMPONENTS spell out the service areas of the various programs. Since programs are limited by funds available, only the most important service areas can be included in the programs. These priority areas are generally determined through a "needs assessment".

OBJECTIVES

LEVEL IV: OBJECTIVES are developed for each of the components which describe exactly what is to be accomplished by the program that reduces or eliminated the "needs" of the respective components.

EDUCATION GOALS

PROGRAM OBJECTIVES



All Indian students shall graduate from high school

Develop knowledge and skills required of higher education programs

Indian students will develop career skills needed to seek out and obtain employment of their choice

To develop an understanding of the importance of education in adult life

To reduce absenteeism and truancy by 40%

To raise the level of academic achievement by 10%

To develop problem-solving skills

Develop a knowledge and awareness of institutes of higher education and program offerings

90% of the Indian students shall be able to complete three job application forms by grade ten

Develop an awareness of ten occupations and the requirements of each

COMPONENTS

COMPONENT refers to the curriculum area or service area of the Indian Education program. A balanced program consists of both INSTRUCTIONAL and SUPPORT components. The number of components depends on the project budget while the component areas are determined by the needs assessment.

INSTRUCTIONAL COMPONENT: direct services and assistance to students. (i.e. (i.e. Reading, Multiculture, Career)

SUPPORT COMPONENT: Services that support the instructional program. (i.e. Parent education, Inservice, curriculum development

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Below are some SAMPLE COMPONENTS that could be used in the education plan:

READING
LANGUAGE (ORAL & WRITTEN)
MATH
MULTICULTURAL
CULTURAL DEVELOPMENT
COUNSELING & GUIDANCE
PARENT EDUCATION
PARENT PARTICIPATION
STAFF DEVELOPMENT
AFFECTIVE & ATTITUDINAL
CAREER EDUCATION
VOCATIONAL TRAINING
ON-THE-JOB TRAINING
PSYCHOMOTOR DEVELOPMENT
PRESCHOOL LEARNING EXPERIENCES
RESEARCH & LIBRARY
BUSINESS MANAGEMENT

DIFFERENTIATING BETWEEN GOALS AND OBJECTIVES

A teaching method should describe the expected end result if learning is to take place. As the Cheshire Cat told Alice, "If you don't know where you are going, then any path will take you there." The more obscure the definition of ends, the more difficult the design, development and evaluation of the series of activities to get there. The more specific the end to be obtained, the greater the ease to develop the logical steps to get there.

Goals are general statements of ends. They are a necessary first step in the planning cycle. They usually are quite general and are subject to a variety of interpretations. At present, most of the ends to be achieved in education are stated as goals.

An objective contains a description of the result expected. When an end is stated as an objective, little doubt is left as to what, specifically, is to be achieved. It can be stated, therefore, that goals and objectives are not one and the same.

The following is meant to clarify the difference between the two:

GOALS	OBJECTIVES
* broad in scope	* delimit an intent
* general statements of ends	* define specific outcome in measurable terms
* long-term or far-reaching	* accomplish within a prespecified time frame

It may be useful at this time to provide the definitions of goals and objectives as stated in "Education for the People - Volume I."

Goal - a statement of broad direction or intent which is general and timeless and is not concerned with a particular achievement within a specified time period.

Objective - a devised accomplishment that can be verified within a given time and under specifiable conditions, which, if attained, advances the system toward a corresponding goal.

OBJECTIVES

OBJECTIVES. . . .are statements of

Objectives for Title I students

Parts of an Objective

1. Start with the target date

2. State who you are talking about and what you hope the situation will be by then.

3. Finally, add a statement as to what evidence you will accept that the situation has changed.

90% of the Indian students shall be able to complete three job application forms by grade ten

Counseling and Guidance Component

Objectives

1.0 By June 1980, as a result of inservice activities, teachers, administrators and aides will increase their ability to meet effectively the academic, social, affective and emotional needs of children. Each staff member will select and specify at least five specific skills to be developed; performance criteria will be mutual agreed upon by the staff member and the principal. Principal's observation will be used to verify that the skills have been dev oped and are being used p ly.

Objectives

3.0 A program of inter and intra-personal group guidance will be defined and implemented by the end of the school year 1979 - 80, as evidenced by classroom records.

Objectives

5.0 By June, 1980 as a result of affective guidance activities, there will be a mean increase of 5% in the number of positive responses related to self, peers, school and teachers, as measured by the self-appraisal inventory.

Health Services Component

2.0 100% of students receiving health referrals will be seen, evaluated and proper action taken or referrals made as measured by records kept by school nurse.

3.0 100% of parents of students having identified health problems will be contacted during the school year as measured by records kept by school nurse.

4.0 100% of requests for classroom health education will be honored during the school year as measured by records kept by school nurse.

Objectives

Parent/Community Involvement Component

2. By June 1980, due to the parent education program, Jefferson parents will continue to be informed about the school program and their children's progress. Results of the parent survey will show that 75% of parents are adequately informed in each area:

a) general school program

b) their child's progress

c) the SIP program

d) available parent education classes

4.0 The principal and psychological counselor will offer coffee klatch meetings in homes in the community to facilitate parent school interaction and to assist parents with common problems related to school. These meetings will occur on a monthly basis. During 1979 - 80 as measured by records of each meeting.

Staff Development Component

PARTS OF A PERFORMANCE OBJECTIVE

A WELL WRITTEN OBJECTIVE WILL COMMUNICATE THE SAME INTENDED OUTCOME TO EVERYONE WHO READS IT. TO ASSURE THAT THE SAME INTENDED OUTCOME WILL BE COMMUNICATED, A PERFORMANCE OBJECTIVE SHOULD INCLUDE FOUR PARTS WHICH WILL ANSWER THE QUESTION: **WHO, DOES WHAT, WHEN AND HOW WILL IT BE MEASURED.**

— The WHO relates to the person to perform an activity.

(Indian students)

— DOES WHAT is that which is to be known or done.

(Shall demonstrate an increase in positive attitudes towards "self" and reading)

— WHEN relates to a specific point in time when something will have been learned or done.

(By June 1, 1980)

— HOW WILL IT BE MEASURED relates to assessment techniques.

(As measured by student survey and staff observations)

By arranging the parts, we are able to write them into a measurable objective.

Examples of Performance Objectives:

1.0 By June 1, 1980, Indian students shall demonstrate an increase in positive attitudes toward "self" and reading as measured by student survey and staff observations.

2.0 By the completion of 15 hours of inservice, the JOM staff shall develop skills in assessing needs of Indian students as measured by a 10% increase in correct responses on a pre/post inservice assessment.

EXERCISE

Given the two examples of performance objectives below identify the parts of each objective by answering the four questions.

1.0 By June 1, 1980, Indian students shall demonstrate an increase in positive attitudes toward "self" and reading as measured by student survey and staff observations.

1. WHO will perform?
2. WHAT activity will be performed?
3. WHEN will it be performed?
4. HOW WILL IT BE MEASURED?

2.0 By the completion of 15 hours of inservice, the JOM staff shall develop skills in assessing needs of Indian students as measured by a 10% increase in correct responses on a pre/post inservice assessment.

1. WHO will perform?
2. WHAT activity will be performed?
3. WHEN will it be performed?
4. HOW WILL IT BE MEASURED?

EXERCISE

Now that you can recognize the parts of a performance objective, you should have no difficulty in writing one yourself.

Select a "need" which fits your local situation.

The four parts are listed below. Write a performance objective for the need by writing the contents for each part in the spaces provided. The completed objective should then be written in narrative form in the space provided at the bottom of the page. The parts may be written in any order. Also, the objective may be written in more than one sentence.

WHO:

DOES WHAT:

WHEN:

HOW WILL IT BE MEASURED: ____________________

PERFORMANCE OBJECTIVE: ____________________

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CHECK LIST FOR PERFORMANCE OBJECTIVES

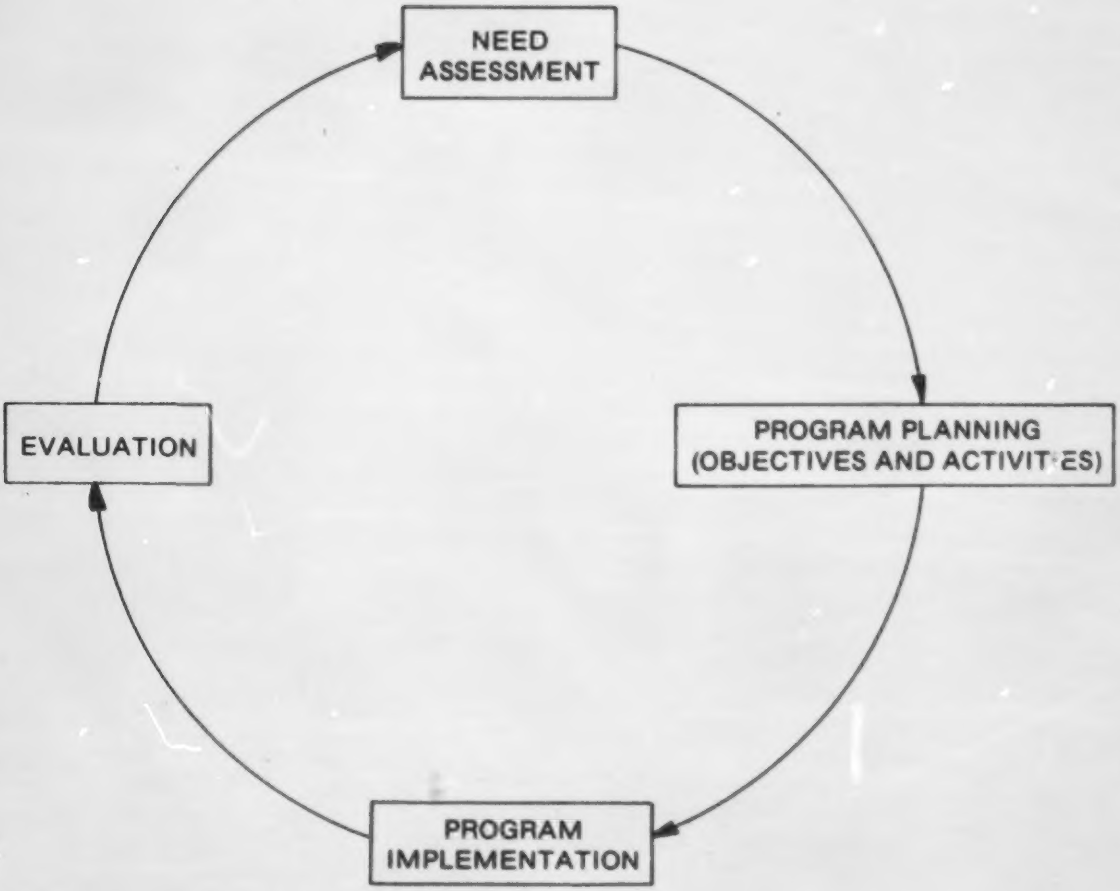
1. Does the performance objective state:

	YES	NO
a. WHO is going to perform?		
b. WHAT is going to be done?		
c. WHEN is it going to be done?		
d. HOW WILL IT BE MEASURED?		
2. Can the performance objective be measured?		
3. Is the performance objective realistic and attainable?		
4 Is the performance objective in keeping with the goals of the Indian community?		

THE PROGRAM CYCLE

PROGRAM IMPLEMENTATION

How can the Education Plan best be met?
How can we best control the program?
Who is responsible?
What should be done?
When do we start? End?
What are the costs?


NEED ASSESSMENT
PROGRAM PLANNING (OBJECTIVES AND ACTIVITIES)
PROGRAM IMPLEMENTATION
EVALUATION

GENERIC MODEL FOR ACTIVITIES AND TIME LINES

A generic model for activities will include the sequenced activities and a corresponding time line indicating the expected beginning and ending date for each activity. The numbering system used is one developed in systems analysis work whereby a subset of a particular indicated action is designated by the number of that action followed by a decimal point and then the subset elements each are numbered from 1 on in sequential order. The example below describes this numbering system:

1.0 Objective

Subset or breakout of 1.0

- 1.1 Activity 1 of Objective 1
- 1.2 Activity 2 of Objective 1
- 1.3 Activity 3 of Objective 1

2.0 Objective

Subset or breakout of 2.0

- 2.1 Activity 1 of Objective 2
- 2.2 Activity 2 of Objective 2
- 2.3 Activity 3 of Objective 2

3.0 Objective

Subset or breakout of 3.0

- 3.1 Activity 1 of Objective 3
- 3.2 Activity 2 of Objective 3
- 3.3 Activity 3 of Objective 3

MAJOR ACTIVITIES. . . .are statements that direct someone to do something that will help achieve an objective. Be sure every activity you write contains a verb and you will have met this condition. Activities should also be sequenced in proper order to allow for the development of a meaningful timeline. State how and by whom the activity will be monitored in parentheses.

Key verbs for activities. ____(Blank)____ will:

implement
obtain
provide
participate
conduct
arrange
use
develop
maintain
plan
purchase
schedule
visit
attend
increase
review
test
administer
revise
complete
analyze

ACTIVITIES INTRODUCTION

Identification of Activities

The identification of activities is made from a careful analysis of the objectives or objective. The analysis must begin with the question, "What must be done to accomplish the objective?" The answer to this question will provide the writer with a series of activities to be performed in order to effectively meet the program objective(s).

As an example, should a district decide to individualize its reading program to increase student achievement and positive attitudes toward reading, certain activities would be required. Some of these activities may deal with the identification of needed teaching skills, others with the planning of an in-service program.

All activities take time and resources and should be specified in your program plan.

Selecting Strategies Can Affect Activities

Often it will become apparent that several sets of activities could be developed which might lead to the achievement of a specific objective. One must choose which group of activities the program will be following in an attempt to achieve its objectives.

For example, a series of activities for an in-service training program might, on one hand, stress changing teacher attitudes or, on the other hand, developing content capability, with both designed to produce the individualization of instruction. Both approaches could be viable to the attainment of the objective. Perhaps both sets of activities will be followed, perhaps only one. If a choice is made by the program planner/writer, how is he to choose?

The program objectives should be used to identify strategies to reduce the identified needs or need (in our example, individualization). A clearly expressed need and objective can expedite the identification of alternative strategies to the problem. For example, if the staff needs assessment indicated a lack of knowledge of the meaning of individualization and an attitude that individualization is inappropriate, then it becomes apparent that activities should stress changing teacher attitudes toward individualization rather than developing content capability of teachers.

Sequencing Activities and Time Lines

Activities must be properly sequenced for the most effective accomplishment of an objective. For example, one must first secure a room and appropriate equipment before one can hold an in-service meeting for teachers.

Proper and appropriate sequencing of activities permits the establishment of time lines which give structure as to when each activity should begin and end (be accomplished) and whether the activities are accomplished sufficiently on schedule to meet the final objective to which the set of activities refer.

Activities and time lines can be looked upon as steps on a ladder which lead to a final objective. They are a predicted strategy for success. An objective cannot be successfully attained unless well-planned, attainable steps lead to the accomplishment of the objective. This is a major function of activities which is therefore crucial in the accomplishment of a program.

Activities can also be seen as critical implementation points (crossroads) in a sequence leading to an objective. In this sense, the extent to which activities are accomplished and how far up the ladder of activities a project has gone in a project year can aid in redesigning programs for effective implementation and accomplishment of an objective.

A BUDGET - WHAT IS IT?

The budget for an educational program is based on the objectives and activities of that program. The entire carefully planned program of objectives and activities centers around the allocation of resources required to accomplish specific tasks to meet identified needs. Whether the resource is time, materials or personnel, it all adds up to money. For example, the hours of staff in-service equals dollars, and the materials needed for curriculum requires an expenditure of funds.

Budgeting, then, becomes a matter of estimating (as closely as possible) the resource requirements of the JOM program and allocating a dollar amount to these resources.

If the I.E.C. can focus upon systematic planning and the allocation of resources (budgeting) needed to implement the program, several factors become apparent:

1) The per pupil cost reflects a supplementary rather than a supplanting effort. Program funds are used to support a new program, **not** existing services.

2) Fiscal management of the program is greatly facilitated by initial budgeting which focuses upon resource allocation.

3) A cost benefit analysis (did we get what we paid for) will be able to provide reliable data for future programs.

4) By using the program resource requirements as the base, you will not sell yourself short. There will be enough money to run the program since the budget was developed directly from the program activities.

This section includes a worksheet on page 6, which provides for the development of a budget through the objectives and activities of the program.

BUDGETARY CONSIDERATIONS

Described below are some of the key cost elements the Indian Education Committee should take into consideration before they enter into a new program.

PLANNING COSTS: Costs incurred during the planning of a program and terminating with program implementation, among the more common resource requirements needed to plan an instructional program are:

Program Planner: Cost required to cover the number of days the planner must devote to initiate research, teacher meetings, administrative meetings, committee meetings, meeting with consultants, draft writing, revisions and final draft preparation.

Secretarial: Cost required to cover the number of days required for typing, proofreading, collating drafts of the program, preparing committee meeting agendas, summaries and mailings.

Support Personnel: Cost required to cover the specialized services of a psychologist, speech therapist, reading specialist, counselor, technical assistant, curriculum specialist or consultant. These may be additional costs to program planning due to need assessment requirements.

Materials Cost: Monies to cover the purchase of testing materials, envelopes, stamps, etc. The amount of paper alone for the preparation of multiple copies of needs assessment and proposed drafts can be "astounding."

Public Relations: Management and clerical time is required to produce brochures, press releases and other media releases. In addition, the preparation of materials for presentation at public forums (Rotary Club, Chamber of Commerce) is a costly item.

INDIRECT COSTS: Costs incurred by the contractor by virtue of the program's existence. For example, district clerical time for the processing of warrants and payroll constitute legitimate indirect costs.

Processing of Warrants and Payroll: Additional project personnel, both certificated and classified, add to the payroll clerk and business manager's workload.

Site Maintenance and Revisions: Night meetings, setups for large group meetings, etc., add costs (many times overtime rates) to the overall maintenance allocation for the program.

CONTRACTED SERVICES: Many programs rely on the services of outside consultants for needs assessment, program writing, evaluation, curriculum development, staff training and parent education. Contracts for rents, leases, insurance, utilities, legal and service provided by District and County School offices.

IMPLEMENTATION COSTS: Costs which are directly related to those program activities designed to have a direct impact upon the target population. These costs are usually reflected in your detailed budget preparation.

Generally most detailed budget categories are devised to indicate implementation costs. Because the detailed budget classifications are included as part of all state and federal programs, it is only necessary to discuss the less obvious implementation cost budgetary considerations.

Contracted Subject Matter Specialists: The contracted cost of subject matter specialists hired from outside the program to directly support the instructional program.

External Evaluation or Educational Audit Expenses: The cost of the external evaluation or educational audit of a program is an implementation cost since the evaluation findings are supposed to directly affect program activities and suggest revisions.

Implementation costs will constitute the major portion of the program's budget.

OPERATIONAL COSTS: Costs incurred in the management of the program.*

Internal Process Evaluation: (Monitoring) Costs in this area are the production of evaluation forms, time for internal dissemination reports, production of reports concerning the progress of the programs.

Locating, Ordering and Processing of Materials: It is often overlooked, but a great deal of management and clerical time is required in keeping the materials flowing into the program in an orderly manner.

Maintenance of Required Records: Management and clerical time is required to maintain accurate records of such things as teacher attendance at workshops, student attendance records, consultant contracts and required forms requested by the funding agency, such as monthly progress and invoicing reports.

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*Time is a resource requiring money.

PROJECT BUDGET

FISCAL YEAR 19______

ACCOUNT CLASSIFICATION	PROPOSED BUDGET	REVISED BUDGET
CERTIFIED SALARIES	______	______
CLASSIFIED SALARIES	______	______
EMPLOYEE BENEFITS	______	______
MATERIALS & SUPPLIES	______	______
CERTIFICATED SALARIES	______	______
CLASSIFIED SALARIES	______	______
EMPLOYEE BENEFITS	______	______
MATERIALS & SUPPLIES	______	______
PUPIL TRANSPORTATION	______	______
*CONTRACTED SERVICES	______	______
EQUIPMENT	______	______
PARENT COMMITTEE	______	______
COSTS FOR NEEDY STUDENTS	______	______
*INDIRECT COST (%)______	______	______
TOTAL BUDGET	______	______

______________________________ CHAIRPERSON, PARENT COMMITTEE

______________ DATE

______________________________ CONTRACTOR, AUTHORIZED REPRESENTATIVE

______________ DATE

**detail sub-contracts on line item justification.

**attach approval documentation for indirect cost rate.

LINE ITEM BUDGET EXPLANATION

CERTIFICATED SALARIES: Certificated salaries are salaries for services that require a credential or permit. Teachers, counselors, psychologists, and a variety of teaching specialists require a credential.

CLASSIFIED SALARIES: Classified salaries are salaries for services that do not require a credential or permit. Aides, tutors, secretaries, custodians, and bus drivers ar examples.

EMPLOYEE BENEFITS: Expenditures for employer's contributions to retirement plans and for health and welfare benefits for employees or their dependents. These include: Teacher's Retirement; Public Employees Retirement Fund; Old Age; Survivors, Disability, and Health insurance; Health and Welfare Benefits; Unemployment Insurance; and Workers' Compensation Insurance.

MATERIALS & SUPPLIES: Expenditures for all supplies to be used by pupils, teachers and other personnel in connection with the Indian Education program. Include all tests, periodicals, workbooks, textbooks, food for instruction, records, tapes, and other such items.

PUPIL TRANSPORTATION: Expenditures for fuel, oil, and minor repairs for vehicles used to transport students.

CONTRACTED SERVICES: Contracts for personal services of consultants, technical assistants, lecturers, testing services, psychological services and others for direct assistance to teachers, pupils, or the curriculum. Include contracts for rents, leases, insurance, utilities, legal, and services provided by District and County offices. Include mileage reimbursement to private parties, payments for transportation contracts to School Districts, County Offices, and independent vendors. Contracts and subcontracts should be accompanied by a "Contractors Cost Proposal" that itemizes all expenditures by account classification. The total amount of the contract is recorded here while the "Contractor's Budget" is itemized in the Budget Justification.

EQUIPMENT: Expenditures for all new equipment, library equipment, and audio-visual equipment. (include justification)

PARENT COMMITTEE: Record reimbursements for actual and necessary expenditures incurred by members of the parent Committee. Include travel and conference expenses for committee members and representatives of the committee.

COSTS FOR NEEDY STUDENTS: Record expenditures for band instruments and rentals, physical education uniforms, class rings, graduation expenses, and other items necessary to the student's participation in school programs and activities.

INDIRECT COST (%): Record the dollar amount for indirect costs as determined by the approved percentage. **NOTE:** *Indirect cost rates must be approved. Attach documentation verifying this approval.*

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PROGRAM BUDGETING WORKSHEET

PERSONNEL KEY:

ESTIMATE FOR OBJECTIVE NO. ___

$ ______________________

1. __________ = $ ___ /day 4. __________ = $ ___ /day
2. __________ = $ ___ /day 5. __________ = $ ___ /day
3. __________ = $ ___ /day 6. __________ = $ ___ /day

Activity Number	Personnel Days	Total $	Materials & Supplies	Travel $			TOTALS
GRAND TOTAL FOR OBJECTIVE →							

NOTE: Sum total of all objectives should equal total project budget.

DEVELOPING A PROGRAM BUDGET

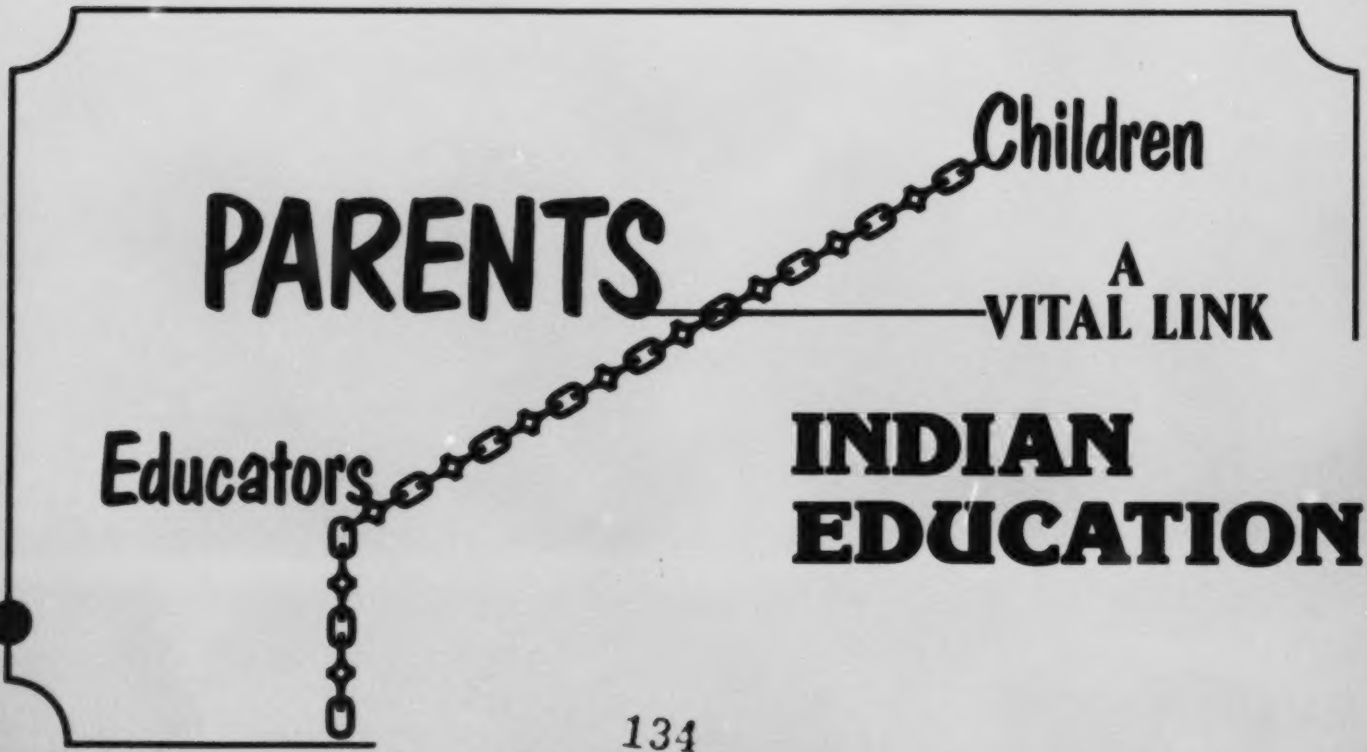
The budget for an educational program is based on the objective and activities of that program. The budget represents the allocation of resources needed to accomplish the specific tasks to meet the identified needs of the Indian students. The various types of resources were identified in "Budgetary Consideration."

The "Program Budgeting Worksheet" will assist the program planners in developing a budget. Instructions for completing the worksheet:

1. A separate worksheet is needed for each program objective. Record the objective number in the upper left in the space provided.
2. Complete the personnel key by identifying those persons paid out of JOM monies. Calculate the cost/day for each person. For example an aide who makes $4,000 salary per year and works 200 days earns $20 per day.
3. List the activity numbers for the program objectives in the left hand column.
4. Estimate the number of personnel days by position required to complete each activity and record in second column.
5. Calculate the total personnel cost per activity using the personnel key.
6. Record in column 4 the cost for any identified material and supplies needed to complete the activity. It may be necessary to first develop an itemized list of those materials and supplies.
7. Estimate the cost for any travel needed to complete the activity and record in column 5. In general, auto costs average 15 cents/mile while a bus runs 50 cents to a dollar per mile.
8. Record any miscellaneous expenditures in the blank columns.
9. Record the total for each activity in the last column. Next, the total for all activities is recorded in the lower right. This represents the approximate cost for the objective.

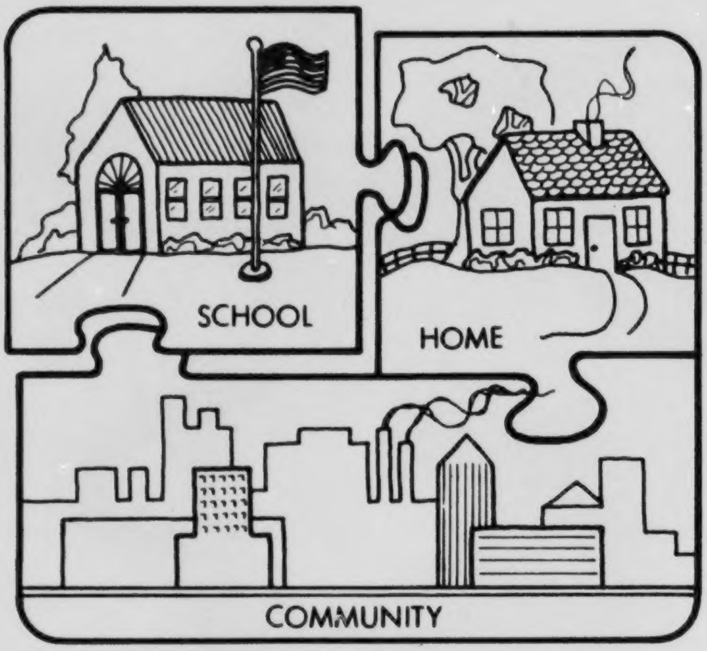
6.0 PARENT COMMITTEE

Parent and Community Involvement .... 6.1 - 6.3
Communication .... 6.4 - 6.5
Committee Management .... 6.6 - 6.12
Grievance Procedures .... 6.13 - 6.15
Volunteers .... 6.16 - 6.20
Problem Solving .... 6.21 - 6.22
Decision Making Process .... 6.23 - 6.24
Parent Committee Training .... 6.25 - 6.28
Parent and Child Activities .... 6.29 - 6.30
Parent Involvement Activities 6.31
Effective Field Trips 6.32



Children
PARENTS
A
VITAL LINK
Educators
INDIAN
EDUCATION

PARENT AND COMMUNITY INVOLVEMENT



Educators and legislators have learned from other educational programs. Many of the negative feelings and lack of support of the local school programs stem from a lack of information and understanding. Involvement in the schools' programs through a formal group or simply through work in the classrooms lead to understanding and support of those programs. To carry this theory a step further, students tend to reflect the attitudes and feelings of their parents, thus parents with negative attitudes towards school will generally have children with similar attitudes. This, in turn, significantly reduces the learning potential of their children. The converse of this is also true, that is, parents who participate in the schools' programs generally have children who do better than children of parents who do not participate.

An understanding of why this is true will serve the intent of the following manual. First of all, it should be understood that the process assumes "all of us together are smarter than any one of us alone." The more minds that contribute to the planning and implementation of a program, the better the quality of that program.

The success of a given effort has as much to do with those responsible for carrying out that effort as does the quality. Those who are involved in developing the program each contribute to the final product, even if it is simply a nod of approval. . . those same individuals will support their contribution during implementation leading to understanding and commitment. Through meaningful involvement, quality, understanding, and commitment are insured.

Parents who are involved in the planning and implementation of programs that affect their children better understand the programs. The same parents are able to follow up and reinforce the learning process at home. This is exemplified in a Title IV-C program developed by Yuba City Unified School District. Parents of children participating in the program conduct home learning activities designed to build upon the actual classroom instruction. "PACK" (Parent and Child Kit) is a proven design for effective parent involvement.

Putting It Together with Parents

One of the most noted trends in education today is the involvement of parents and the community in the process of education. Under P.L. 93-638 Title II Johnson O'Malley, and Title IV, Part A, the emphasis is placed on parental involvement in the highest degree.

Learning within Indian cultures have historically come from the home and parents. Indian mothers were the child's first teacher. They used the immediate environment for their resources and classrooms. Distance, time, and abstract thinking was taught by showing a child how far it was from point to point, by touching, by walking, by running. Shapes, sizes, directions, and colors were all found within the surrounding environment and used. Story telling was used to communicate cultural morals, history, and religion. Art forms were taught in a multitude of ways that preserved the music, dance, basketry, and pottery, all of which were a part of the culture and religion. The list is endless and each group had its variation to teach its children.

Today, the Indian parents, in many areas, continue to practice and use some of their traditional teaching methods; however, because of the highly technological society the child must learn to operate within, as well as being a multicultural person, the parent must develop skills in getting their child ready for the formal instruction of the school. Part of that preparation is the involvement of the parent in the educational process at the local level and learning how to incorporate the traditional learning with the formal learning process. So educators and legislators have learned that many of the negative feelings and a lack of supoort of the local programs stem from a lack of information and understanding at both the community and at the school level.

Also proven by research is the fact that students tend to reflect the attitudes and feelings of their parents, thus parents with negative attitudes toward school will generally have children with similar attitudes. The success of a given effort has as much to do with those responsible for carrying out that effort as does the quality. Those who are involved in developing the program each contribute to the final product, even if it is simply a nod of approval — those same individuals will support their contribution during implementation leading to understanding and committment. Through meaningful involvement, quality, understanding and commitment are insured. Parents who are involved in the planning and implementation of programs that effect their children better understand the programs. The same parents are able to follow up and reinforce the learning process at home.

The Indian Program regulations provides for an organized way in which the parents and community members can contribute to the planning and implementation of a program. Involvement can be interpreted into the following ingredients:

Direct involvement in the direction of education for Indian children that will have an impact on the programs of schools for many years to come.

Input into assessment of learning needs of Indian students and ways to meet these needs.

Opportunity for parent, community and educational staff to work together to improve educational programs.

Decision-making processes for the JOM program written into the program.

Develop communication with school board.

Grievance procedures that can assure a parent to be heard.

Become a viable force in the local educational programs.

COMMUNICATION

PARENT COMMITTEE

INFORMATION NEEDED	WAYS TO COMMUNICATE THE INFORMATION
Latest Program information	Inter office memos
Potential programs	Bulletins
Telephone numbers of staff and parents	Staff meetings
Meeting dates and agenda	Committee meetings
Budget reports — weekly, monthly, yearly, quarterly time lines	
Progress reports & evaluation information	

PARENTS

INFORMATION NEEDED	WAYS TO COMMUNICATE THE INFORMATION
Latest Program Information	Personal Contact
Progress reports	Newsletter
Meeting dates and agenda	Open house
Other Indian Programs	Media
Budget reports	Meeting with media
Social functions	Written reports
Contact people and telephone numbers	Parent/teacher conferences
Sports activities	
Academic achievements	
Individual student's achievements	

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INDIAN COMMUNITY

INFORMATION NEEDED

Individual student achievements (honors)
General overview — project
Open invitation
Program progress

WAYS TO COMMUNICATE THE INFORMATION

Personal contact — door-to-door
Open house
Media
Meeting with media

CONTRACTOR/LEA

INFORMATION NEEDED

Overall achievements - students
Materials developed
Progress of program
Evaluation results
Program changes

WAYS TO COMMUNICATE THE INFORMATION

Open house
Verbal and physical assaults
Meeting with media
Program revisions

GENERAL COMMUNITY

WAYS TO COMMUNICATE THE INFORMATION

Newspaper
Radio
T.V.
Education Fair
Displays
Bulletins

INFORMATION NEEDED

General Program overview
Events
Materials developed
Open invitation
Program results

COMMITTEE MANAGEMENT

Bylaws

Bylaws are sets of rules which are adopted and utilized by groups to govern their meetings and activities. Bylaws serve three main purposes: 1) they clarify purposes and procedures, and hence enable the group to function more efficiently; 2) they help to prevent conflict; and 3) they provide, in advance, a system for resolving conflict if it should arise.

An effective set of bylaws should cover at least the following major areas:

- Name of the organization
- Role or purpose of the group
- Membership
- Officers
- Meeting times and quorums
- Amendments
- Duties of officers
- Duties of members
- Election of officers
- Committees
- Operating rules

The Chairperson

Any group which hopes to function effectively must have a leader. This individual, whether called chairperson, president or by any other title, is responsible not for making the decisions of the group, but for insuring that the group makes its decisions. The chairperson generally is the person who:

- insures that the bylaws are in effect and are observed.
- schedules and calls meetings of the group.
- prepares and distributes copies of the agenda.
- begins and ends meetings on time.
- presides over meetings of the council.
- encourages members to participate in meetings and activities of the council.
- leads orderly discussions by tactfully and politely enforcing the rules of order; this enables the chairperson to maintain an accepting, non-judgmental meeting climate.
- enters into the discussion only to clarify or summarize the comments of others.
- delegates tasks to other members of the council.
- appoints committees or task forces, as appropriate.
- maintains records and copies of key documents.
- prepares reports of the council's activities.
- signs the school improvement plan, and other documents, to assure that the council has been involved in the appropriate school improvement activities.

Given the crucial nature of these tasks, it is essential that the chairperson be selected by the members and be an individual who is trusted and respected by the group.

AGENDA

The outline which follows is among the most common of the formats used for agendas.

- CALL TO ORDER
  - Roll call
  - Determination if quorum is present
- READING OF PREVIOUS MINUTES
  - Name of the group which met
  - Kind of meeting, e.g., regular or special
  - Place, time, and date of meeting
  - Presiding officer
  - Approval of minutes of prior meeting
  - Motions made, by whom, and final action on them
  - Time of Adjournment
- REPORTS FROM OFFICERS AND REGULAR COMMITTEES
  - Statement of issue, problems, item of business, etc.
  - Method of dealing with it
  - Recommendation for action
  - Action by group
- REPORTS OF SPECIAL COMMITTEES
- ANNOUNCEMENTS
- OLD BUSINESS, CONTINUED FROM PREVIOUS MEETING
- NEW BUSINESS
- SETTING NEXT MEETING
- ADJOURNMENT

Motions

One of the most effective tools at the chairperson's disposal is the motion. A motion is a recommendation that the group make a decision. It serves to bring discussion to a close and to lead to a specific action. The following steps should be taken when making a motion:

1) *Recognition* — receive permission to speak by saying "Mr/Madam Chairman"

2) *Make the motion* — "I move that we survey all parents in this school to determine how many think we should spend $1,000 on field trips next year."

3) *Second* — Another member must approve the motion (by saying "I second the motion") before it can be discussed.

4) *State the motion* — the chairman restates the motion clearly for the whole group.

5) *Discussion* — the group discusses the motion. The person who made the motion speaks first; the chairman does not offer an opinion on the motion unless he/she "leaves the chair" and is replaced by another officer.

6) *Voting* — the group votes on the motion by written ballot, show of hands, voice vote, etc.

There are four major types of motions:

1) *Privileged Motions* — concern the rights and privileges of members; these include motions to adjourn, to recess, and to register complaints.

2) *Subsidiary motions* — amend or in some other way deal with other motions already before the group; among these are motions to amend a main motion or to refer an item to committee for study.

3) *Incidental motions* — deal with matters which arise out of the group's discussion and which can be quickly settled; points of information and points of order are among these.

4) *Main motions* — introduce new items before the group.

Several rules need to be observed when dealing with motions. Every motion must be seconded. If a motion is seconded it must be voted on. Discussion occurs *after* a motion is made and seconded. After discussion a member may "call for the question" to get the group to vote. The motion may be set aside by a member saying, "table the motion."

Tips for Effective Meeting Management

In addition to the use of agendas and bylaws, the council members can do several other things to help the school site council function more effectively at its meetings. Some of the most important of these are listed below:

- Read the minutes of the previous meeting before going to each meeting.
- Come to the meeting having clearly in mind what problems or items you want to put on the agenda.
- Get to each meeting on time.
- Bring all materials needed.
- Participate actively. When you have an opinion or feeling, state it honestly and clearly; do not "sit on feelings."
- Stay on the agenda item being dealt with, and help others stay on it.
- When you don't understand something, ask for clarification.
- Because it is your meeting, take responsibility for doing things that will help the group function effectively:
  a. Starting on time
  b. Getting the agenda set
  c. Staying on the subject
  d. Keeping order
  e. Listening to others
  f. Keeping records
  g. Getting things on the board or chart pad
  h. Arriving at decisions
  i. Quitting on time
- Protect the rights of others to have their opinions or feelings heard; encourage silent members to speak up.
- Listen attentively to others; clarify what others are saying when it is necessary.
- Try to think creatively about solutions that might resolve conflicts; try them out on the group.
- Keep notes on things you agree to do after the meeting.

- At all times, keep saying to yourself, "What right now would help this group move ahead and get this problem solved? What contribution can I make to facilitate this group function more effectively? What does the group need? How can I help?"
- Carry out assignments and commitments after the meeting.
- **Pass on** to your constituents decisions or information that they should be informed about.
- Keep confidential things that are said or done in the meeting that might reflect poorly on a member.
- Refrain from complaining about a decision that was agreed to by the group.
- Refrain from "out-of-meeting appeals" to others. Your feelings about the group should be expressed in the group.
- Collect statements from participants about the effectiveness of the meeting and use the information obtained to improve future meetings.
- Try to use meetings for making decisions and reporting on activities; detail work should be carried on separately from meetings of the entire council.

* * *

PARENT COMMITTEE MEETING CHECKLIST

Use of this checklist can be helpful in improving committee meetings and identifying training needs for council members.

Pre ________	Interim ________	Post ________
date	date	date

Please assign the number to the statement which best describes the meetings of the school site council.

1 — not typical of our meetings
2 — fairly typical
3 — is typical of our meetings

1. _____ Members of the committees know what items are to be discussed prior to the meeting.
2. _____ Members arrive on time for the meeting.
3. _____ Members know procedure for getting items on the agenda.
4. _____ Members carry out their commitments.
5. _____ Members are free to say how they truly feel about a problem.
6. _____ Members keep confidentialities when agreed to.
7. _____ A problem is thoroughly understood before a vote is taken.
8. _____ Members ask clarifying questions when in doubt.
9. _____ Members are free to discuss the "real" problems which are currently important.
10. _____ Members assist each other in staying on the topic, controlling excessive talkers, and interruptions.
11. _____ Members have a chance to vote on more than one solution to the problem.
12. _____ Decisions made at the meetings are clearly understood by the members.
13. _____ It is clear who is to carry out what decisions and when they are to be completed.
14. _____ Members care about the children in the project for which they are advising, and work on their behalf.
15. _____ Members feel they are important participants in the meetings.

DEVELOPING AND MAINTAINING MEMBERSHIP

A trend in education, nationally, is to involve parents in the education of their children. Rules and Regulations require parent participation in all phases of the contract and Indian education program.

To accomplish this requirement the Parent Committee and the contractor must take steps to insure continuing community participation and the development and maintenance of the educational program.

The following is a list of recommendations that can be used:

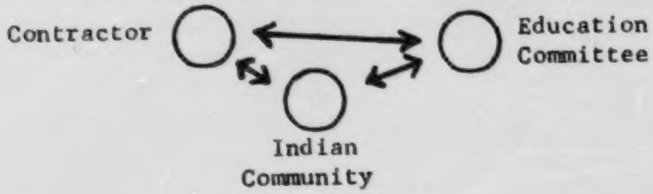
1. Include in the budget, funds for assisting the committees in carrying out duties, including the following: expenses of meetings, attendance at workshops and training sessions, as well as, expenses for performing its primary duties in the planning, development, implementation adn evaluation of the program.

2. The parent committee may request the contractor (LEA) to provide the Indian parents training and information. This kind of activity can be determined through the needs assessment process.

3. Prevent miscommunication and misunderstanding of roles. Prevention steps to consider are:

   .Role clarification of Parent Committee and Contractor.

   .Development of a communication process that addresses each entity involved in the Indian ecucation program.



   . Contractor must provide the right to the Indian community to have their opinions and feelings heard.

   . The parent committee and contractor must refrain from "out of meeting appeals" to other group segments. Feelings on issures should be expressed in the group so that solutions can be developed.

4. The Parent Committee is a strong influencing factor in maintaining membership and parent involvement. The area that has hightest visibility with the community is the conduct of meetings.

COMMITTEE MEMBER RESPONSIBILITIES

Each committee member has responsibilities in the following areas:

- **START MEETING ON TIME.**
- **FOLLOW THE AGENDA.**
- **STAY ON THE SUBJECT.**
- **ASSIST IN KEEPING ORDER.**
- **WILLINGNESS TO LISTEN TO OTHERS.**
- **CLARIFY POINTS OF DECISION. PUTTING THEM ON A CHALK BOARD OR CHART PAD.**
- **ARRIVE AT DECISIONS.**
- **QUIT ON TIME!**

IT IS ALSO IMPORTANT FOR THE COMMITTEE TO OBSERVE THE FOLLOWING ITEMS:

- **INFORM CONTRACTOR AND COMMUNITY ON DECISIONS OF THE PARENT COMMITTEE.**
- **CARRY OUT ASSIGNMENTS AND COMMITMENTS AFTER MEETING.**
- **TRY TO THINK CREATIVELY ABOUT SOLUTIONS THAT WILL RESOLVE CONFLICT.**
- **KEEP CONFIDENTIAL THINGS THAT ARE SAID OR DONE IN MEETINGS THAT MIGHT REFLECT POORLY ON A MEMBER.**
- **REFRAIN FROM COMPLAINING ABOUT A DECISION THAT WAS AGREED ON IN THE GROUP.**
- **PROTECT THE RIGHTS OF OTHERS TO HAVE OPINIONS OR FEELINGS HEARD.**

A USEFUL TOOL FOR EDUCATION COMMITTEES TO USE IS THE "MEETING CHECKLIST" FOR IMPROVING COMMITTEE MEETINGS AND IDENTIFY TRAINING NEEDS OF COMMITTEE MEMBERS.

SAMPLE OF ACTUAL GRIEVANCE PROCEDURE
GRIEVANCE HEARINGS

Grievance Hearings

A. Definition

A grievance, as recognized by the procedure described below, may be defined as any aspect of the program, classroom conditions, employee working conditions, employee/parent/citizen relationship which merit attention, resolution, and order.

B. Purpose

To provide a procedure for prompt reviewing, impartial consideration, and equitable disposition of the grievance by an individual student, parent, guardian, or community member.

C. General

1. Parent and students are to be treated fairly in all respects. Community members are to be treated with the same consideration. Any parent, student, or community member who feels that they have been subjected to unfair treatment or discrimination shall have the right to present their grievances according to a procedure such as the one described below.
2. A grievance, as recognized by these procedures, may be defined as an unresolved dissatisfaction with any of the above matters which need attention.
3. The person with the grievance (parent, student, or member of the community) should be free from restraint, coercion, discrimination or reprisal. These expressed rights are individual rights, and should be dealt with as such.

D. Procedure

Parents/Community Members

Grievance Procedure — Step 1

1. All aggrieved persons shall initially present the grievance to the Education Coordinator, both orally and in writing, which shall be recorded on the "Grievance Statement Form". The Education Coordinator shall document all grievances.
2. The Education Coordinator will give immediate attention or schedule immediate further discussion and action, within and not later than three (3) working days pursuant to documentation of the grievance. If the grievance is settled at this point, no further action will be taken.

Step II

1. If the person has not heard from the Education Coordinator within three (3) working days after submitting the grievance, or if the person feels the grievance is unsettled, the person may present the grievance directly to the Indian Education Parent Committee at the next regularly scheduled meeting. If the person feels the grievance to be of extreme importance to the total operation of the school, an immediate Indian Education Parent Committee meeting may be requested, in writing, to the Committee Chairperson.
2. The Committee shall, at its next regularly scheduled meeting, hear the grievance or schedule a special meeting if requested. If the grievance is settled at this point, no further action will be taken.

Step III

1. After Step II of the grievance procedure, if the grievance is still unsettled, the person may request in writing, through the Committee Chairperson or his representative, that the matter be brought before the Tribal Council at their next regularly scheduled meeting. This will be the final disposition of the grievance procedure. Any further action will be the sole responsibility of the grievant.

GRIEVANCE PROCEDURES

Grievance procedures outline the steps to follow in hearing and responding to the concerns or complaints regarding the educational plan, the grievances from Indian students, parents, community members and tribal representatives. They indicate the person or group to report the grievance to, the time limits for responding to the grievance once reported, and any requirements such as guarantees of adequate advance notice of hearings.

Establishing procdeures for handling concerns or complaints insures there is a uniform and identifiable way for people to voice their concerns and have the questions raised fairly resolved. This can avoid the disharmony which may arise when an issue is raised to resolve but is denied a means of resolution acceptable to all. Hopefully, the grievances can be resolved quickly as possible involving only those persons as necessary.

When developing your procedures, remember to address yourself to the co-personal nature of many grievances. They need to be handled fairly and confidentially. You may wish to have all grievances submitted in writing on a "grievance form" including a place for possible solutions.

Grievance procedures are required for Indian education programs. The contractor and parent committee should work together in establishing the procedure.

In general, grievances must be handled at the local level. The funding agency (BIA, OIE) may provide technical assistance to the local level but will avoid entering into the actual decision making process.

NOTE: *The LEA or Contractor may have a grievance procedure for other State and Federal programs. Any grievance procedure developed for Indian programs must conform to the already established procedure of the governing body of the LEA.*

PARENT/COMMUNITY VOLUNTEER MANAGEMENT

AB 65 provides funding for staff development including teachers, other school personnel, and parent/community volunteers, the development and ongoing evaluation of a school improvement plan by a school site council in which parents and community members are represented, and parent input into the development of student proficiency standards for high school graduation. It also provides at the elementary level, direct parent/community involvement in the classroom and other related activities and parent education in child growth and development.

In other words, parents and community members now have the opportunity to become participants in various aspects of the education of their children through the implementation of AB 65.

1) Funding that is available for staff development will also include parent/community volunteer inservice and pre-service training based on student and personnel needs identified by the school.
2) Parents will be directly involved in the development of a school improvement plan which will determine the direction of the school's program for the next decade as members of the school site council.
3) Proficiency standards in the basic skills, which will determine high school graduation requirements, will be set by the governing board (e.g. the school board) of each school district. Parent/community input will be solicited and will be reflected in the final proficiency standards set by the governing board.
4) At the elementary level, parents are encouraged to participate directly in the classroom and other school activities as parent volunteers.
5) The school will provide for parent education activities designed to help parents better understand child growth and development.

Recruiting and Coordinating Volunteers

The ease (difficulty) of recruiting volunteers varies widely with the nature of the school community. Some have people "banging on the doors" to get involved, while other schools, no matter how hard they try, just can't get more than a few parents to volunteer their time.

Well, have heart, it is not nearly as important as to how many volunteers you have, as it is to what depth they are involved. In other words, once you have them, how well are you able to keep them! These three principles can help insure that you retain the volunteers you recruit:

- Have a paid volunteer coordinator
- Insure meaningful involvement based upon the volunteer's interests
- Maintain a climate that welcomes volunteers and on a regular basis formally display appreciation for their efforts.

The following pages contain information, examples and forms that can help you with these tasks.

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Figure A

Volunteer Coordinator Master Schedules

Time	Mon.	Tues.	Wed.	Thurs.	Fri.
8-9	*Sally Jones Rm 4* *Bob Smith, Library*		*Bob Smith, Library*		
9-10					*Joan Black, Playground*
10-11		*Ann Hart, Rm 7*		*Sally Jones, Library* *Ann Hart, Rm 7*	
11-12					
12-1			*Larry Brown, Resource Center*		
1-2					

A master schedule which shows when volunteers are involved (by time and day of week) and where they are assigned (in Room 17 or the Resource Center) can be kept by time/day (above) and by name (below).

Name	Assignment	Location	Time/Day
Joan Black	*Recreation*	*Playground*	*9-10 Friday*
Larry Brown	*Media*	*Resource Center*	*12-1 Wed.*
Ann Hart	*Instruction*	*Room 7*	*10-12 Tues, Thurs.*
Sally Jones	*Instruction Reading*	*Room 4* *Library*	*8-9 Mon.* *10-11 Thurs.*

Figure B

Classroom Management Chart of Volunteers

I *Master Chart of Parent Volunteers*

Time	Mon.	Tues.	Wed.	Thurs.	Fri.
9-10	*Sally Jones*		*Sally Jones*		
10-11				*Mark Fisher*	*Lynn Heath*
11-12		*Mark Fisher*			
12-1	*Anne Brown*				
1-2					

II *Weekly Assignment Sheet*

Time	Mon.	Tues.	Wed.	Thurs.	Fri.
9-10	*Blue Group Reading p. 7*		*Sandra - Math [Addn] James - Reading p. 25*		
10-11				*Red Group Reading p. 19*	*Grps 3 & 4 Art Grps 1 & 2 Art*
11-12	*Records & files*	*John, Mike, Joan, Sandra Resource Ctr - games*			
12-1	*Group 2 Spelling*				
1-2					

All schedules should be maintained by the teacher. *Chart I:* the teacher and the volunteer are able to maintain an overview of volunteer involvement in the classroom. The teacher knows when to expect volunteer assistance and for how long. This allows the teacher to plan specific activities (Chart II) for the volunteer based on student needs. The volunteers know who they will work with, for what period of time, and what activity they will be doing.

PARENT RECRUITMENT LETTER

Dear Parents:

Read on parents and you will learn
What a feeling of satisfaction you can earn
By volunteering a minute, an hour or two
Of your special help at your neighborhood school.
We need typists, artists, musicians and such
To give our school program an extra touch.
We con't need credentials, or paper with degrees
We do need people who feel at ease.
Filing, sorting, checkout out books
Helping our teachers improve their rooms' looks.
Working in classrooms, obtaining the joys
Of sharing your collections with our girls and boys.
Could you explain your job, or take us on tours,
Or help us in math, to feel more sure?
We need you at school so share yourself now.
Fill out our form, it will tell how.
Return it to school as soon as you're through
The children and teachers are waiting for you.

By: Vicki Knaack, Volunteer Coordinator
Anaheim City School District
Division of Education-Administration
3/20/75 i

VOLUNTEER FORM

Name: ________________________ Address: ________________________

Phone: ________________________ ________________________

Names of children attending this school:

________________________ Grade ________

________________________ Grade ________

________________________ Grade ________

________________________ Grade ________

When would you like to volunteer:

From ________ to ________ Monday

From ________ to ________ Tuesday

From ________ to ________ Wednesday

From ________ to ________ Thursday

From ________ to ________ Friday

I would prefer to participate as an:

____ Instructional volunteer (works directly with children in the classroom)

____ Resource volunteer (works with children in a specific skill area, e.g., drama, environmental education, reading, industrial arts)

____ Curriculum volunteer (works outside of the classroom typing, developing displays, making charts, etc.)

____ School Site Council member (works with other parents, community members, teachers, and school personnel to develop the school improvement plan)

____ Parent home volunteer (works at home with their own children on instructional activities provided by the school)

I could help teach: ____ arts and crafts ____ physical education ____ music ____ drama ____ reading ____ math ____ science ____ foreign language ____ language ____ other special skill or interest ________________________

I would like to help with: ____ field trips ____ other ____ special activities at the school (carnivals, bake sales, etc.)

I would like to show classes: ____ my place of business or work; ____ my hobby; ____ slides of an interesting vacation; ____ other activities

PROBLEM SOLVING PROCEDURES

Effective leadership will do much to prevent the development of problems, but even the most well-run organizations will occasionally experience periods of conflict. Since this is the case, it is wise for the school site council to have prepared in advance an agreed-upon "grievance" procedure. Although such a process will not guarantee a given outcome in any given situation, it will guarantee that all parties will be given a fair hearing and that each member of the council will abide by the eventual decision.

The steps which follow provide an orderly sequence of events which lead to the eventual resolution of any given problem.

1. Any person living in the attendance area may bring problems, suggestions or ideas for solution or review to the council.
2. The problems/suggestions can be submitted as an agenda item for the council.
3. The problems/suggestions shall be heard and discussed at the council meetings.
4. Additional data relevant to problems/suggestions, if needed, shall be assigned for collection and reporting.
5. After hearing the report, the council will recommend a solution.
6. The principal receives the council's recommendation.
7. The principal will approve, revise, or reject the council's recommendation and report the outcome to the council.
8. The revision is accepted, revised or rejected by the council and reported to the principal.
9. If no agreement can be reached, the principal and council members take the matter to the superintendent.
10. The superintendent hears reports from both parties.
11. Within five working days after the hearing, the superintendent will submit a decision to the principal and council members.
12. The superintendent's decision shall be reported to the council.
13. The council will determine if it desires to take the matter to the Board of Education.
14. The Board of Education will hear the problems/suggestions and decide on a solution.
15. The final decision will be reported to the council.

Copies of these procedures should be readily available to be given to any person wishing to bring such a problem before the School Site Council.

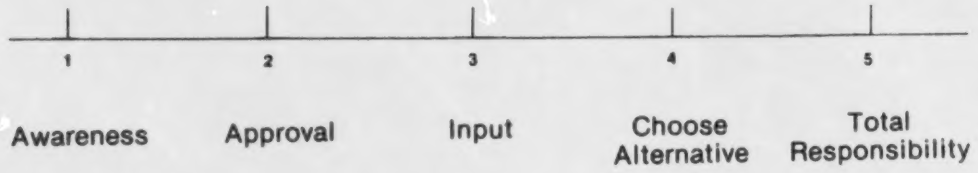
LEVELS OF INVOLVEMENT IN DECISION MAKING

Parent Committees are involved in many types of decision-making, but the level of involvement may vary from case to case. At least five degrees of (increasing) involvement can be delineated. These are:

Level of Involvement	**Decision**
1. Awareness...	The decision has been made. The Site Council is to be informed of the decision.
2. Approve actions and understand consequences	The decision is made but the council should approve the decision and learn how it is affected by it.
3. React to and provide input	The decision will be made by another party. The council is asked to make recommendations that will be considered in making the final decision.
4. Choose between alternatives	The decision is partially made. The council is asked to select the best alternative among several.
5. Determine what action to take	The decision has not been made and it is left to the council to make the decision; as has been stated previously, such decisions are always subject to local school board approval.

It is often very helpful if council members know the degree of decision-making authority they will have relative to any particular item they are considering. The chairperson can simply state that "on a scale of 1-5 (using above levels of involvement) this decision lies at about ...." The following diagram drawn on the chalkboard and shared with council members can introduce this decision-making concept.

Degree of Participation by Group in Decision



DECISION-MAKING PROCESS

This decision-making process has been proven effective in assessing:

- Total group involvement
- Knowledge of what the decision is
- Understanding of who will do what, when
- It forms the basis for a wide variety of group decision-making meetings illustrated throughout the Johnson-O'Malley manual and supplement

Step 1 - Determine specifically what decision is to be made. Example: What focus shall the Indian Education Committee have next year?

Step 2 - Divide into small groups with no more than six in a group (four is the ideal size). Example: One person keeps the group to the task giving each person an opportunity to contribute.

Step 3 - List on a large sheet of paper the ideas from the group. Example: Definition of individualization, reports from component sub-committees, developing by-laws for the committee, determination of planning procedures to be used in the Johnson-O'Malley proposal, establishing implementation activities, determining evaluation activities for the Indian Education Committee.

Step 4 - Compile the lists from all the groups—avoid duplication. Promote understanding of each item without taking too much time.

Step 5 - Determine master list of items (some items may be merged to make one item).

Step 6 - Give a rating to each item on an individual basis. A minimum and/or maximum may be used. Example: No item shall receive more than 10 points or less than two points.

Decisions should take the form of "activities" that result from the group process. Complete steps 7 to 11 on the form provided.

Step 7 - Add each person's rating to obtain the sum for each item.

Step 8 - List the items in rank order. Place under activities.

Step 9 - Specify what will be the visible outcome of the activity—list under evaluation specifications.

Step 10 - Determine the person by name who will be responsible for getting the activity completed. Put the name under person responsibilities.

Step 11 - List by month and day when the task will be completed.

MANAGEMENT PLAN FOR DECISION MAKING

Example:

Activity	Evaluation	Person	Completion Date
1. Administer a survey to parents of high school Indian students.	Results will indicate attitudes of parents on expanding, continuing, or eliminating career counseling for next year's program	Project director and Mrs. Marman (Indian Education Committee)	July 15, 1979
2. Modify the file system to include an Indian Education Committee section.	Files will provide readily available information to members of Indian Education Committee	Secretary and Mr. Gaffaney (Indian Education Committee)	Sept. 1, 1979

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ASSESSING THE TRAINING NEEDS OF THE INDIAN PARENT COMMITTEE

To have an effective Parent Committee you may want to establish a training program for the committee members. This will give them the opportunity to gain or improve skills needed to carry out their duties and responsibilities.

You will be needing information about the training needs of the committee; a survey is one way of determining in what areas training should be provided.

The following survey is printed as an **example** of what can be developed to meet the local needs of the I.E.C.

SURVEY OF TOPCS FOR INDIAN PARENT COMMITTEE TRAINING

Purpose: To find out what kind of training is needed this year for members of the Indian Parent Committee.

Who are you? I am (check one)

_____ presently a committee member

_____ expecting to be elected to the committee

_____ other (specify)

What is your position: Administrator _____ Parent _____ Teacher _____

Community member _____ Aide _____ Tribal Representative _____

Other (specify) ____

Instructions: Rank the following items 1 to 5, placing a "1" before the item which you feel is most important for training, "2" for the item which is next in importance, and so on until you have rated the least important item as "5". Please check those items under each category that helped you.

_____ UNDERSTANDING ROLES AND RESPONSIBILITIES

— Rules and Regulations; Title IV, Part A
— Rules and Regulations; Johnson O'Malley
— Contractor (LEA)
— Parent Committee
— Parents and Community member
— Project Staff

_____ HOW A PARENT COMMITTEE WORKS

— Writing organizational paper and by-laws
— Conducting meetings
— Responsibilities and duties of members
— Group processes and decision-making
— Other (list) ______________________________

_____ SPECIAL SKILLS FOR PERENT COMMITTEE MEMBERS

— Understanding terms used in Indian Education programs
— Conducting a needs assessment
— Understanding and writing goals and objectives
— Developing budgets
— Understanding and using evaluation techniques
— Observing in the classroom
— Methods for obtaining information
— Communication skills
— Understanding needs of participating project children
— Other (specify) ______________________________

_____ WORKING WITH AND INVOLVING THE COMMUNITY

— Community needs and goals
— Community characteristics
— Community resources
— Recruiting and involving people from the community
— Getting information to the community
— Other (list) ______________________________

_____ KNOWING YOUR LOCAL SCHOOL

— A profile of the school population
— Local school policies and procedures
— The school's curriculum and instructional programs (other programs in education)
— Specially funded school programs
— School problems and needs
— The school's communication network
— Other (specify) ______________________________

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TRAINING ASSESSMENT SURVEY

FOR INDIAN PARENT COMMITTEE, PROJECT STAFF, AND CONTRACTOR (LEA)

DIRECTIONS: Rate the importance of the training topics by placing a check ( ) in the appropriate column.

TOPICS FOR JOM TRAINING	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT
1. Overview of Indian Education Program			
2. Supplemental Programs; Title I, P.L. 94-142			
3. Roles and Responsibilities of Indian Parent Committee			
4. Roles and Responsibilities of Contractor/LEA			
5. The Educational Plan & Application			
6. Developing Educational Goals			
7. Needs Assessment — Overview			
8. Developing Surveys and Questionnaires			
9. Sources of "Needs" & Need Statements			
10. Special & Unique Needs of Indians			
11. Developing Program Objectives			
12. Activities and Procedures of the Educational Plan (narrative description)			
13. Time Lines for Program Activities			
14. Program Contents: a. Affective; Self Concept, Attitudes			
b. Academic, Language Arts, Math			
c. Career & Vocational			
d. Parent Education/Parent Involvement			
e. Cultural Development			
f. Early Childhood			
g. Staff Development			
h. Other			
15. Preschool Programs — Overview			
16. Preschool Curriculum & Activities			
17. Counselors			
18. Aides			
19. Tutors			
20. Parent Volunteers			
21. Planning & Conducting Field Trips			
22. Community Resources			
23. Media & Resource Centers			

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JOM TRAINING ASSESSMENT SURVEY

(CONT.)

TOPICS FOR JOM TRAINING	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT
24. Establishing the Indian Parent Committees			
25. Tasks of the Parent Committee			
26. By-Laws for the Parent Committee			
27. Grievance Procedures & Hearings			
28. Effective Meeting Management			
29. Developing Agendas			
30. Developing Job Descriptions			
31. Parent Involvement: Planning, Implementation, Evaluation			
32. Screening and Hiring			
33. Staff Supervision & Evaluation			
34. Communications with the Indian Community			
35. Duties of the Committee			
36. Decision Making Process			
37. Leadership			
38. Newsletters & Information Dissemination			
39. Monitoring by the Parent Committee			
40. Developing the Program Budget			
41. Contracting Special Services			
42. Budget & Program Revision			
43. Invoicing and Reimbursement			
44. Budget and Financial Management			
45. Accounting Log — Audit Requirements			
46. Consultant Contracting			
47. Invoicing & Purchasing			
48. Monthly Progress Reports			
49. Recordkeeping System			
50. Other Reports ____________________			
51. Equipment & Supplies			
52. Program Evaluation — Process & Monitoring			
53. Program Evaluation — Products			
54. Applying Evaluation Findings			
55. Employee Records			
56. Program Management — A System			
57. Program Administration			

PARENT AND CHILD ACTIVITIES

The following sections are designed to clarify roles of parents, aides and professional staff, and to develop meaningful participation of the Indian community, whether it is an aide in the classroom or a group working on the needs to be addressed in the development of the JOM educational plan.

The Rules and Regulations of JOM require that the parents are to be involved in the development of the JOM program, the implementation, and the evaluation of that program. The reasons for those requirements are to involve parents at every level of their child's education.

We believe that for the parent to have the kind of involvement that will be productive they must make educational involvement a personal one-to-one commitment with their child. The one-to-one commitment becomes the nucleus of an educational team, with the parent acting as team captain.

The following section briefly outlines some basic concepts for consideration.

Basic Help Begins at Home

The period of early childhood is the most important period in the life of every human being. Research indicates all later learning is influenced by the kinds of learning that takes place during those early years. It has also been established that by the time a child is 5 years old, they have acquired over 50 percent of all they will learn in a lifetime.

Parents must recognize that they are in charge of their child's learning, from infancy to school age. As a child enters school to continue his education, the school must be viewed as an entity of which the parents are to play a strong role. Because that child begins to live in two worlds, the home and family must provide support and security for the child and participate in the teaching-learning process that will give special attention to the cultural background of the child.

Talking

The number one priority in the learning process is the area of language development. Through language the child develops the ability to communicate ideas, express individuality, learn abstract thinking about the world around him. The opportunities for parents to build the child's vocabulary at this early age should be taken advantage of and developed.

Children should be given the names and activities of all the things that surround them. Names can be given in both the Indian language as well as the English names. A child should be introduced to all kinds of stories. If books are available a child will follow the pictures in the book as stories are read to them. As language develops the child will then learn the finer points of language and important concepts that leads to the ability to deal with abstract thinking. For example, abstract concepts as expressed in the word "deceit" is learned through simple stories like the "Coyote" stories in that many of the Indian cultures have as well as dozens of other stories like them. Stories should be used over and over, children love familiar stories and will develop the ability to tell the story themselves giving them the chance to express themselves.

LISTENING

Of almost equal importance with learning to talk is learning to listen. A child is not ready for learning in a school setting until the skill of listening has been developed. Listening skills development start as early as a child becomes aware of the surrounding environment and has developed enough of the language to understand one simple direction. Simple statements such as "Listen to the dog bark" or "Is the dog barking?" can alert a small child to sounds and develop awareness that sounds are there and mean many different things. Also learning to listen may mean that a child listen before approval of his actions are given by the parent. Parent approval is important and is the reward and encouragement that helps the child learn to listen; a child must learn to hear sounds before he can learn to read.

Muscle Control and Learning

Most young children will develop muscle control through play. However, some do not. A parent can assure the development of muscle control by:

- helping the child throw and catch a ball.
- hopping on both feet.
- hopping on one foot at a time.
- rolling left then right.
- jumping over objects, starting with small objects.
- jumping rope.
- walking on an edge of a plank or other slightly raised surface.
- swing on a ladder or limb.
- beat out a simple rhythm on a drum, a can, or one of mother's pots.
- sort various objects for size, placing the smaller one's inside of the larger.

These areas are the major skills that a child must have to develop the muscle control necessary for coloring, writing and cutting with a pair of scissors.

Arithmetic

The Indian child must be able to deal in number concepts that involve a high degree of abstract thought. Pre-school children should be able to count at least 10 objects and perhaps even more with help.

Recognition of groups of objects is necessary, such as "How many blocks are there?" "How many chairs are at the table?" "How many hands does the child have?", etc. Children who have difficulty recognizing groups of objects should be given simple drills starting with small groups of objects until they can give the answer at a single glance without counting each item in the group.

A child should also recognize and know shapes of circles, squares and triangles. The parent can make the child aware of these shapes by using objects in the home or foods such as crackers, squares of vegetables; the list is endless but must be pointed out to the child. The same is true for colors, qualities of hard, soft, rough, smooth. For example a parent can say, "Johnnie, will you put on your blue soft shirt" instead of just telling the child to put on his shirt.

The child needs to be able to think in the above terms to be ready for formal learning in the classroom.

Regular Attendance

Most of the learning activities in the school are sequential. That means what the child learns one day follows what he learned the previous day. When a child misses a day at school he is at a disadvantage and this causes the child to lose interest in school.

Irregular attendance leads to frustration and failure for the child because he cannot keep up with class mates. Parents should make every effort to help the child attend school every day. If a child does miss a day for any reason the parent should make every attempt to contact the teacher and give the child help with "make up" work.

Parent/Teacher Relationships

Historically the teacher who is aware of the parents who consistently express interest in their child's school progress will give that child more attention because they know they will be watched by the parent. Indian parents must take leadership in establishing the kind of communication with the teacher that will assure that their child will not be neglected.

The following are a few suggestions that can be used to establish a good relationship.

- Arrange a special conference with the teacher, just to get acquainted.
- Visit the teacher; suggest that the teacher visit you. Share your thinking and cultural approach to life with the teacher.
- Attend P.T.A. meetings, sport events and other school functions.
- Make special effort to attend special programs at holidays. Suggest ways that the holiday can develop some Indian culture approach.
- Invite teacher to special Indian community functions like rodeos, pow-wows or what ever is done locally in the Indian community.

Getting to know your child's teacher and the teacher getting to know you as a parent and community member is one of the best ways to assure that your child will get every advantage of the educational system.

PARENT INVOLVEMENT ACTIVITIES

- Build a file of all parent activities: involvement, participation, interests, resources, "getting parents out"...
- Develop a JOM community newsletter, include features from the community.
- Send award certificates of participation to involved parents.
- Conduct quarterly interest sessions for parents.
- Sponsor meaningful Parent Education events: "Child Growth and Development," "Pre-natal Care," "Education in Your Home."
- Make home visits to each parent at least twice a year.
- Provide home materials to parents.
- Offer education games and materials as door prizes to parents.
- Provide baby sitting, transportation, and other support for parents.
- Conduct scheduled community functions: provide food, student demonstrations involving program participants, dances, plays, demonstrations.
- Attend school board meetings, show a sincere interest.
- Sponsor week-end sports events: rodeos, baseball, handy crafts.
- Provide for parent sponsored activities: cooking, displays, rummage sale.
- Develop a parent volunteer program for classroom teaching assistance; provide parents with training for this activity.
- Bring a friend or buddy system--get in free.
- Parent organized holiday activities: plays, parties, dances. Parent sponsored dances for youngsters are very successful.
- Involve parents in special projects and events: field trips, gardens, plays, tutoring...
- Show the parents that their participation is appreciated and contributes to the education of their children.
- JOM sponsored Teacher/Parent Day.

REMEMBER: Parent participation is much like learning--it doesn't just happen. It must be planned, meaningful, well-designed, and followed up. It takes time, money, and resources. It is a lot of work but worth working for.

EFFECTIVE FIELD TRIPS

AN EFFECTIVE MEANS OF TEACHING
CULTURE, ACADEMICS, & SELF-CONCEPT

STEP 1: Identify the specific skills to be taught
--Reading skills: likeness of patterns, sequencing, main ideas
--Math skills: concepts of faster, slower, more, less, measurement of height, length, temperature
--Language skills: problem solving, clarify ideas, powers of observation
--Cultural skills: positive community relationships, understanding of other cultures, respect for others' opinions and rights
--Physical development: differentiation, balance, locomotion, space

STEP 2: Identify field experiences related to skill
--Beginning sounds of plants and animals
--Counting bugs, trees, mountains
--Observing total concepts such as the forest, picking out detail such as trees, leaves, cells
--Interviewing community members, business men, elders

STEP 3: Develop preparatory, implementation, and follow-up procedures
--Activities and instruments for field experiences
--Checklists, reports, sharing, collect, build, conduct

STEP 4: Pre-plan and structure experiences to relate to desired skills
--Students check all plants that have flowers
--Share with a friend...

STEP 5: Prepare student for the experience with classroom activities
--List what you think you will see...
--Go over the concepts that will be experienced

STEP 6: Provide the experiences through structured activities. The child must have something to do that directs his energies while on the field trip.

STEP 7: Follow up the experience with classroom activities. One field trip can provide for weeks of meaningful learning in the classroom situation.
--Share with the class...
--Develop a report
--What would you do next time?

STEP 8: Evaluate success and student gains just as you would for a classroom lesson.

7.0 MANAGEMENT

Meeting Management .... 7.1 - 7.8

Leadership .... 7.9 - 7.15

Program Management .... 7.16 - 7.21

Staff Meetings .... 7.22 - 0.00

Decision Making .... 7.23 - 7.24

Indian Education Workshops .... 7.25 - 7.39

Reporting .... 7.40 - 7.41

TIPS FOR EFFECTIVE MEETING MANAGEMENT

Perhaps the most important thing to remember about meetings is that all too often there are simply "...too many meetings attended by too many people (Peter Diucher)." However, there are times of course when meetings are the most appropriate means of accomplishing a set task or objective. The following pages are designed to help you get the most out of your meetings. (Most of the material included here was adapted from a variety of sources listed in the accompanying bibliography.)

TYPES OF MEETINGS

Before a meeting is called, the objective must be determined. A well thought-through objective might suggest a procedure other than a meeting, such as a conference, telephone call, a memo, an article in the organization bulletin or some other such device. Chances are that any of the foregoing would be considerably less expensive than holding a meeting. Some overriding reasons therefore must suggest that a meeting is the "best" procedure for accomplishing whatever needs to be accomplished. Such reasons might be:

- When you must be sure your message will be understood. Most managers have experimented rather widely with written communications and are aware of the limitations of this one-way method.
- When you want to get subordinates' reactions and stimulate two-way communications. By himself, a subordinate is bound to tell you what he thinks you want to hear. In a meeting he'll gang up with others and tell you the facts.
- When you need more facts or expert opinions.
- When you need creative new ideas, approaches, and solutions. The clash of ideas in a group can often produce superior solutions.
- When you must depend on others to carry out decisions. It's well known that people support what they help create.
- When you want to build better teamwork. Don't restrict meetings to crises. Members need to feel they have a part in the creation and growth of their organization.

A meeting is not a meeting is not a meeting. Types of meetings and the objectives they are best equipped to accomplish can be set forth as follows:

TYPES OF MEETINGS	OBJECTIVES	PROCEDURE
1. Task-Oriented Meetings:		
A. Planning	To develop a plan as a group and to obtain consensus about it.	Group facilitator and recorder
B. Problem Solving	To define, analyze, and select a solution among alternatives	Group facilitator and recorder
C. Decision Making	To arrive at a group decision or a group recommendation.	Group facilitator and recorder
D. Data Gathering	To obtain information, opinions or consensus.	Group facilitator and recorder

TYPES OF MEETINGS	OBJECTIVES	PROCEDURE
2. Information Giving or Training Sessions	To disseminate "the word" or explain a process or procedure. This may be one-way or two-way communication.	Chairperson unless it is more receiving than giving information in which case a facilitator is suggested.
3. Rap Sessions (T-Group, Encounter, etc.)	To surface feelings and attitudes and deal with these feelings and attitudes in a constructive manner.	Leader

A single meeting may encompass several of those objectives; therefore the procedure may vary at different times during the meeting according to that which is to be accomplished.

GENERAL ROLES OF MEETING PARTICIPANTS

1. Participants (other than leaders, facilitators, etc.):
    - Read the minutes of the previous meeting before attending.
    - Arrive on time.
    - Bring materials needed.
    - *Actively* participate.
    - Keep to the agenda and the allotted time.
    - Exert peer pressure on other group members to control excessive talkers, etc.
    - Protect the right of those with minority points of view.
    - Assist the facilitator, recorder, leaders, or chairperson to keep to their assigned roles.
    - Ask clarifying questions when there appears to be doubt.
    - Offer process suggestions as well as task suggestions.
    - After the meeting, carry out commitments.
    - Keep confidentiality of meetings when agreed to.

    (If the meeting is unsuccessful, it is as much the "fault" of the group members as anyone else.)

2. Leaders:
    - Set the climate as accepting, non-judgmental.
    - Protect individuals from the group if necessary.
    - Provide opportunities for every member to actively participate as he/she so desires.
    - Conduct the meeting.

3. Chairpersons:
    - Conduct the meeting.
    - Set the agenda.
    - Begin and end on time.
    - Schedule additional meetings if necessary.
    - Provide for evaluation.

4. Facilitators:
   - Help the group solve the problem, develop the plan, or make the decision (do not add own ideas).
   - Defend participants from the group if necessary.
   - Keep attention focused on the task at hand.
   - Provide for active participation of each member.
   - Offer problem-solving suggestions as appropriate to keep the group moving.
   - Offer process suggestions as appropriate.
   - Provide for follow-up as necessary.
5. Recorders:
   - Record basic ideas, plans, etc. as necessary to the meeting objective.
   - Record legibly and accurately.
   - Use words of speaker, if possible, rather than edit or paraphrase.
   - Refer the group to the record if appropriate.
   - Provide for necessary communication follow-through (copies to each participant, etc.)

One individual may perform in different roles during a meeting depending upon the objective to be accomplished. When a person's role is changed during the meeting, there should be an understanding among the participants what the new role is thus avoiding role confusions.

FACILITIES

The facilities should be conducive to the comfort and attention of the group.

1. Task-Oriented Meeting (planning, problem solving, decision making, data gathering):
   - Comfortable chairs in semi-circle. If a large group, concentric semi-circles with open space toward the recorder or tables close together for participants to group around. Try to arrange it so that no participant is farther than 25 feet from any other participant.
   - Have doors to the room behind the group if possible or at least off to the side.
   - Keep group fairly close to wall where recorder is writing — no more than 15 feet if possible.
2. Information Gathering Meetings.
   - Same as task-oriented meetings but use audio-visual aides, etc. as much as possible.
   - Make certain all participants can see and hear clearly.
3. Rap Sessions:
   - Comfortable chairs in *full* circle.
   - Keep the group small.
   - Subdued lighting.
   - Carpeting on floor if possible.
   - Refreshments on on-going basis for maximum informality.

GENERAL SUGGESTIONS FOR TASK-ORIENTED AND INFORMATION-GIVING MEETINGS

1. Make certain meeting is necessary. (Will memo do as well for the information, etc?)
2. Set meeting objectives *at the outset*. (What are we going to accomplish today?)
3. Select participants on basis of objectives to be accomplished. (Can he/she contribute to the planning?)
4. Make meeting arrangements, location, time, equipment, materials, etc. (What is best time to have meeting and what are optimal facilities, etc.)
5. Determine procedures for the meeting. (Need facilitator/recorder or chairperson, etc?)
6. Decide at the outset what priority the meeting has in relation to other requirements of the organization.
7. Begin and end on time.
8. Follow agenda.
9. Prioritize agenda items and allot time to each item. At end of stated time either postpone lower priority agenda item or set another time to complete the agenda item which needs more time.
10. Encourage active participation from everyone — restrict dominant personalities.
11. Sense the group as you proceed; e.g., get feedback and give playback as appropriate.
12. Try to attain objectives by consensus.
13. Come to closure on each agenda item by stating outcome, next step, who will do what — when, etc.
14. Evaluate meeting.

AGENDAS

An agenda is a list or an outline of things that the group must discuss at a meeting. It is a reminder of all business that has to be covered, and it serves as a schedule that tells everybody attending a session when each item will be considered.

An agenda serves as a guide that the chairperson can use to time the action and to make certain that important matters are not crowded out or overlooked at a session. It also gives members a chance to prepare for discussions in which they plan to participate.

Chairperson should permit members enough time to express their ideas and opinions before moving on to the next item of business.

The chairperson is responsible for preparing the agenda. He/she may be assisted by other officers or group leaders.

The chairperson and group leaders (sometimes called the Executive Board or Executive Committee) should meet at least a week before a regular meeting to decide what items should go on an agenda. Some by-laws set a regular meeting date for preparing agenda or require that an agenda be sent to members a certain number of days before a meeting is scheduled.

How is an Agenda Prepared?

1. Check the minutes of the last meeting. Note any unfinished business.
2. Include committees or members who are to make reports. Make sure the people who are responsible for making the reports attend the meeting.
3. The secretary should go over all correspondence that has been received since the last meeting. Important letters should be summarized and reported at the next meeting.
4. The treasurer should prepare a financial report if appropriate.
5. Check on all the new business which has come up since the last meeting and everything that is scheduled to come up before the next regular meeting will be held. Everything that the members must act on should be listed in the agenda.
6. Include time for new business from the floor or for general discussion at the end.

Suggested format for agenda includes:

Topic or Title	Person Responsible	Time Allocated	Results Expected
Review suggestions to establish a Resource Room	Corinne Parson	20 minutes	Decision

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MINUTES

- When appropriate (planning, problem solving, decision-making, data gathering), write on butcher paper taped to the wall, or large pads on an easel so all participants can see the progress of the meeting as it proceeds. The advantages are numerous:

  a. Participants see their ideas recorded and don't feel the necessity to keep bringing them up because others in the group may have forgotton them.

  b. It serves as a record of the meeting.

  c. It serves to depersonalize the ideas — they become "the group's."

  d. It can be taken down and given to a secretary for verbatim minutes.

  Caution: Use masking tape — not scotch tape (doesn't take paint off the walls). Use water-based pens — they don't bleed through on to the walls.

- The minutes of each meeting should be distributed to all participants.
- Notes of meeting results can be distributed to other individuals and groups as a communication device.
- One set of minutes should be preserved as an official record for referral as needed.
- If minutes are taken by a minute-taker with a note pad, the following is suggested:

  a. Have one person external to the group take the minutes (probably secretary) — this reduces bias or the perception of bias.

  b. Train the minute-taker in how to take good minutes; e.g., actions only, no quotes, few personal identifications, etc.

  c. If possible avoid selecting a member of the group as minute-taker; this member becomes disfranchised and cannot participate fully with the group.

MOTIONS

A motion is a recommendation that the group take a specific action.
The following steps should be taken to make a motion:

1. *Recognition* — receive permission to speak by saying "Mr./Madam Chairman"
2. *Make the motion* — "I move that we survey all parents in this school to determine how many think we should spend $1,000 on field trips next year."
3. *Second* — Another member must approve the motion (by saying "I second the motion") before it can be discussed.
4. *State the motion* — the chairman restates the motion clearly for the whole group.
5. *Discussion* — the group discusses the motion. The person who made the motion speaks first, the chairman does not offer an opinion on the motion unless he/she "leaves the chair" and is replaced by another officer.
6. *Voting* — the group votes on the motion by written ballot, show of hands, voice vote, etc.
7. *Rules when dealing with motions* — every motion must be seconded. If a motion is seconded it must be voted on. Discussion occurs *after* a motion is made and seconded. After discussion a member may "call for the question" to get the group to vote. The motion may be set aside by a member saying, "table the motion".

METHODS FOR BETTER MEETINGS

1. Butcher paper, chart pads, etc.:
   Large sheets of paper are a basic tool of group work. Focusing on the chart imposes discipline without the need to give orders. This includes flip charts or pads on easels, or sheets taped to the walls. Everything significant that occurs during the meeting is posted where all can see. Sheets that are useful for follow-up activity are retained; e.g., minutes.

   Uses
   - Displaying data that was collected before the meeting.
   - Building and agreeing upon an agenda.
   - Recording significant ideas or issues that occur during the meeting.
   - Presenting facts or concepts.
   - Compiling action lists.
   - Playing with ideas.
   - Brainstorming results.

2. Going Around the Room:
   The procedure is simply to go around the room in sequence and ask each person to state his/her position as of that moment.

   Uses
   - When the group is hung up around the views of those who are dominating the conversation.
   - When the group seems to have run out of solutions.
   - To take a reading of where the group is at key points in a meeting.
   - An excellent way to wind up a meeting.
   - A "quick" evaluation of the meeting.
   - When "process" needs are at a high level.

3. Critiquing (Either as part of going around the room or less structured):
   A critique is a comment on what's going on. It may occur spontaneously:
   "Hold it! We're going too fast."
   OR
   "Wait a minute! When are we gonna do what we came here for?"
   Or you can plan for the critique by setting aside a little time for the participants to reflect aloud on what they've been doing.

   Uses
   - Routinely, as a measurement of the effectiveness of an activity.
   - Critiquing is also a way of infusing life into tedious proceedings, and a counter for people who keep asking for more meetings, whereas you know there are already too many.
   - Act as checkpoints during a long session.

4. Subgrouping:
The group is temporarily divided into subgroups of two to six people. The subgroups are assigned individual topics or a common discussion topic. Each subgroup then summarizes its discussion to the reassembled total group for reaction and clarification.

Uses

- A way of collecting information on current conditions within the organization, or desired changes.
- Building an agenda or working on agenda items.
- A way of making progress when the total group is stuck.
- Setting priorities.
- Developing roles and non-roles of newly-appointed committees.

EVALUATION

At the end of each meeting a quick assessment of "How well did we do in reaching our objective?" should be taken. Periodically, any group which meets fairly regularly (once a month or more) should review its procedures, objectives, etc. to make certain such meetings are really serving a useful purpose.

An evaluation might be simply going around the group and getting a simple sentence evaluation from each member orally or on a card or it might be obtaining each individual's reaction on a questionnaire. A sample of such a questionnaire is included for your use. If such a survey is taken, the results should be reported back and the meeting procedures modified to enhance the outcomes of the meetings.

LEADERSHIP
INDIAN EDUCATION PROGRAM

LEADERSHIP — A MODERN DEFINITION

In basic terms, leadership is the activity of helping others work toward common goals or purposes.

Today, the expert in leadership is the one who best knows how to release the creative talents of those with whom he works. In earlier years, the expert in leadership was considered to be the one who best knew the answers. Now, terminology has changed from "directing and controlling" to "*involving and motivating.*"

Leadership may be regarded as a series of functions that: (1) *builds and maintains the group,* (2) *gets the job done,* (3) *helps the group feel comfortable and at ease* (looking after physical setting, acquaintanceship, etc.), (4) *helps to set and clearly define objectives,* and (5) *cooperatively working toward these objectives.*

LEADERSHIP MYTHS

In earlier years it was assumed that leaders possessed certain special traits or characteristics. Many studies were made in an effort to correlate the leadership capacity or potential of an individual with these personal attributes. While some definable personal characteristics have been linked to leaders in certain situations, these studies haven't been successful in providing a formula for leadership selection. The modern concept is that leadership is functional or "job centered." We should ask then, "what does an effective leader do," rather than, "what kind of person will be a good leader."

We have often heard the statement, "He is a natural-born leader." We know now that a leader in one situation may have very little leadership ability in another. A guide on a mountain climbing expedition might not be a very effective school board chairman.

THE ART OF SCIENCE OF LEADERSHIP

The ability to work effectively with groups in a leadership role can be learned through conscientious effort, study and practice.

It may truthfully be said that leadership is both an art and a science. The scientific principles are learnable. Therefore, any of us may do a better job of leadership if we understand and conscientiously practice some of these principles.

The art of leadership is the way in which we apply leadership principles. We know that there is variation among us in the manner in which we carry on any activity. This is apparent in such every day activities as playing a musical instrument, going to school, cooking a meal or even fishing.

In each of these activities as in leadership, learning and practicing certain principles will help but, of course, people vary in the degree to which they approach application. Students of human relationships have identified many functions or skills that are based on sound leadership principles.

SKILLS OF LEADERSHIP

The following are some of these skills that are important to *learn* and to *practice*.

1. *Skill of personal behavior.* The effective leader:
   a. Is sensitive to feelings of the group.
   b. Identifies self with the needs of the group.
   c. Learns to listen attentively.
   d. Refrains from criticizing or ridiculing members' suggestions.
   e. Helps each member feel important and needed.
   f. Should not argue.
2. *Skill of communication.* The effective leader:
   a. Makes sure that everyone understands not only what is needed but why it is needed.
   b. Makes good communication with his group a routine part of his job.
3. *Skills in equality.* The effective leader recognizes that:
   a. Everyone is important. Everyone needs recognition.
   b. Leadership is to be shared and is not a monopoly.
   c. A leader grows when leadership functions are dispersed.
4. *Skill of organization.* The effective leader helps the group:
   a. Develop long-range and short-range objectives.
   b. Break big problems into small ones.
   c. Share opportunities and responsibilities.
   d. Plan, act, followup and evaluate.

SHARED LEADERSHIP

1. The appointed or "duly elected" leaders such as the chairman, president, boss or manager may exhibit autocratic, democratic or "laissez-faire" leadership. Some appointed or elected leaders feel that position of leadership entitles them to exhibit autocratic leadership — others strive toward democratic leadership but find that it often takes longer to get things done.

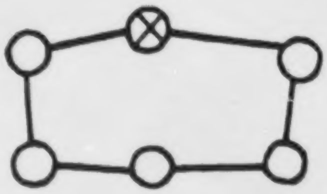
2. The shared leadership role. This relates to a person whose behavior in the group helps keep the group happy and get the task done.

Group Leader

Is creative
Has good ideas
Open minded
Facilitates
Analyzes

Helps group work *on task*

Formal Leader



Group Leader

Supports
Relieves tension
"Good fellow"
Dependable-liked

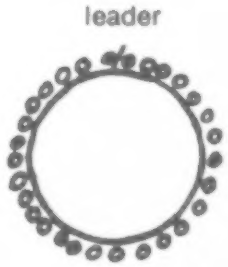
Helps meet *needs* of group

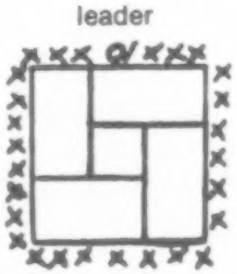
All members of a group should at some time or another provide this type of leadership.

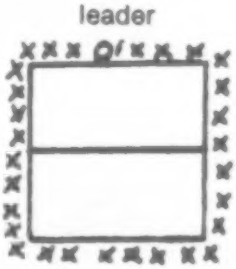
3. Advantages of shared leadership. Shared leadership is the ideal and it can only develop in a democratic leadership situation. Some of the values of shared leadership are:
    - Pools the skills and abilities of the entire group.
    - Promotes a spirit of unity — "my group" feeling.
    - Each member feels a greater responsibility for group maintenance and task.
    - Members are more interested — have a "stake" in goals and objectives that they help establish.
    - Contributes to the growth and development of both members and leaders.
    - Promotes a greater feeling of satisfaction as each group member shares in common achievements.
4. The shared leadership concept requires:
    - Clearly defined goals and objectives as identified and agreed on by the group.
    - Freedom of group members from fear of criticism or ridicule.
    - A warm friendly atmosphere — "permissive as opposed to directive."
    - A setting where group members are socially at ease and physically comfortable.

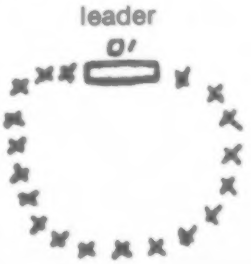
GETTING READY FOR GROUP PARTICIPATION
(Some ideas for promoting interaction in groups)

1. Arrange group in circle, so each person can see every other person.
2. Provide table space, if convenient, for leader and entire group, as follows:







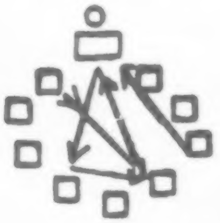


3. Let all stay seated during discussion, including leader. *Keep it informal.*
4. Start by making everybody comfortable. *Check ventilation and lighting.*
5. See that everybody knows everybody else. At first gathering go around the circle, each introducing himself. As a newcomer joins the group later, introduce yourself to him and him to the group.
6. Learn names of all as soon as you can.
7. Have blackboard, chalk and eraser ready for use in case of need. Appoint a "blackboard secretary" if the subject matter and occasion make it desirable.
8. Start on time, and close at prearranged time.
9. In opening, emphasize: *Everyone* is to take part. If one single member's view fails to get out in the open, insofar the discussion falls short.
10. Toward this, emphasize: *No speeches* by leader or group member. No monopoly. After this opening statement, limit individual contributions to a minute or so.

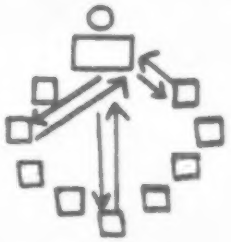
Carrying On

1. Make your own preparation for the discussion. Think the question through in advance. Aim to establish connections between ideas of background materials, and experience of ideas of group members.
2. Aim at outset to get a sharply defined question before the group. Have three or four alternates put on board if you think this will help, "Which do you want to start with?" "Is this question clear?"
3. In general, don't put questions to particular group members, unless you see that an idea is trying to find words there anyway: "Mrs. Brown, you were about to say something." Otherwise, "Let's have some discussion of this question . . ." "What do some of the rest of you think about this?" "We've been hearing from the men. Now how do you women feel about this?" "What's been the experience of you folks up in the northern part of the State in this connection?" Etc.
4. Interrupt the "speechmaker" as tactfully as possible. "While we're on this point, let's hear from some of the others. Can we save your other point until later?"
5. Keep discussion on the track, keep it always directed, but let the group lay its own track to a large extent. Don't groove it narrowly yourself. Try to have it as follows.

This way:



Not this way:



6. Remember: The leader's opinion doesn't count in the discussion. Keep your own view out of it. Your job is to get the ideas of others out for an airing.
7. If you see that some important angle is being neglected, point it out. "Bill Jones was telling me last week that he thinks. . .What do you think of that?"
8. Keep the spirits high. Encourage ease, informality, good humor. Let everybody have a good time. Foster friendly disagreement. Listen with respect and appreciation to all ideas, but stress what is important, and turn discussion away from what is not.
9. Take time every 10 minutes or so to draw the loose ends together. "Let's see where we've been going." Be as fair and accurate in summary as possible. Close discussion with summary — your own or the secretary's.
10. Call attention to unanswered questions for future study or for reference back to speakers. Nourish a desire in group members for continuing study and discussion through skillful closing summary.

14 KINDS OF QUESTIONS FOR ACCEPTING AND CLARIFYING

The questions suggested below are intended to foster acceptance and clarification of a client's ideas. They may be used to facilitate group interaction and discussion, or to reduce unwanted behavior.

1. *Clarifying purpose:*
   What is your goal in using this approach?, What are you after?, Why are you doing it?
2. *Clarifying definitions:*
   What do you mean when you say that...?, What would be some examples of your idea?
3. *Clarifying the sources of ideas:*
   What groups or authorities agree with you?, Where were these ideas started? Where could we get data to support your ideas?, Is that based on personal experience or data or both?
4. *Extending pupil's views:*
   Could we hear more? How might we find out more about your views? How can we help you build on your ideas? Do you have other reasons for saying that? What would be examples of your idea?
5. *Clarifying how long the person has held an idea:*
   Is this a current belief you hold? Have you been feeling this way long? Do you think you will always feel that?
6. *Clarifying crucial factors:*
   Which event was most significant in causing you to feel that way? What incident aided you most in forming your point of view?
7. *Pointing out inconsistencies:*
   Is this consistent with other points of view expressed by you?
8. *Questioning usefulness:*
   Would it be beneficial for us? Could we make that idea work for our group? Is that something you (value) (like) (need)? What are some bad things about the idea?
9. *Considering consequences:*
   If we were to use your idea, what might we anticipate? Would your implemented idea create a better situation? Where will your idea take us?
10. *Clarifying the strength of an idea:*
    How sure are you? Could any other points of view be valid?
11. *Considering alternatives:*
    What other choices might the group make? Was this your only choice? What other possibilities are there?
12. *Pointing out similarities and dissimilarities of ideas:*
    In what ways is that similar to Bill's point of view? Where do you and Bill differ?
13. *Summarizing:*
    Can one of you recall the facts we discussed? Who can play back the data we have uncovered?
14. *Opportunity for insight and evaluation:*
    If given the opportunity, what might you have done differently? How did you feel while you were doing that? Would you do the same thing over again? What would you change?

INVENTORY OF MANAGEMENT SKILLS

The following personal management assessment inventory has been designed to let us know your areas of strengths and weaknesses. Read each of the skills and then rate yourself in terms of your training needs and your current competence:

1 = High — 5 = Low.

Skills	Training Needs	Competence
I. PLANNING		
1. Designing a comprehensive needs assessment	1 2 3 4 5	1 2 3 4 5
2. Developing needs assessment instruments	1 2 3 4 5	1 2 3 4 5
3. Interpreting needs assessment results	1 2 3 4 5	1 2 3 4 5
4. Identifying sources of information for needs assessments	1 2 3 4 5	1 2 3 4 5
5. Writing a needs assessment	1 2 3 4 5	1 2 3 4 5
6. Goal setting	1 2 3 4 5	1 2 3 4 5
7. Prioritizing goals	1 2 3 4 5	1 2 3 4 5
8. Writing goal statements	1 2 3 4 5	1 2 3 4 5
9. Developing objectives from goals	1 2 3 4 5	1 2 3 4 5
10. Writing objectives statements	1 2 3 4 5	1 2 3 4 5
11. Developing activities to achieve objectives	1 2 3 4 5	1 2 3 4 5
12. Writing activities	1 2 3 4 5	1 2 3 4 5
13. Short-term planning	1 2 3 4 5	1 2 3 4 5
14. Long-term planning	1 2 3 4 5	1 2 3 4 5
II. PROGRAM ADMINISTRATION		
1. Developing time lines for specific activities	1 2 3 4 5	1 2 3 4 5
2. Writing program descriptions	1 2 3 4 5	1 2 3 4 5
3. Developing a management system for a project	1 2 3 4 5	1 2 3 4 5
4. Monitoring a project	1 2 3 4 5	1 2 3 4 5
5. Evaluating the effectiveness of a project or program	1 2 3 4 5	1 2 3 4 5
6. Executive decision making	1 2 3 4 5	1 2 3 4 5
7. Group decision making	1 2 3 4 5	1 2 3 4 5
8. Analyzing the results of a decision	1 2 3 4 5	1 2 3 4 5
9. Coordinating community programs	1 2 3 4 5	1 2 3 4 5
10. Developing project files	1 2 3 4 5	1 2 3 4 5
11. Maintaining administrative files	1 2 3 4 5	1 2 3 4 5
12. Developing project progress reports	1 2 3 4 5	1 2 3 4 5
13. Interpreting legal forms and documents	1 2 3 4 5	1 2 3 4 5
III. COMMUNITY INVOLVEMENT		
1. Obtaining community participation	1 2 3 4 5	1 2 3 4 5
2. Organizing a community meeting	1 2 3 4 5	1 2 3 4 5
3. Developing a meeting agenda	1 2 3 4 5	1 2 3 4 5
4. Conducting a community meeting	1 2 3 4 5	1 2 3 4 5

Skills	Training Needs	Competence
5. Developing tribal government skills in the community	1 2 3 4 5	1 2 3 4 5
6. Developing training sessions for community people	1 2 3 4 5	1 2 3 4 5
7. Conducting a community training program	1 2 3 4 5	1 2 3 4 5
8. Maximizing the use of community resources	1 2 3 4 5	1 2 3 4 5
9. Developing community goals	1 2 3 4 5	1 2 3 4 5
10. Writing a newsletter for community members	1 2 3 4 5	1 2 3 4 5
11. Collecting information from the community	1 2 3 4 5	1 2 3 4 5
12. Developing a plan for achieving community goals	1 2 3 4 5	1 2 3 4 5
IV. MANAGEMENT OF PERSONNEL RESOURCES		
1. Selecting and hiring staff	1 2 3 4 5	1 2 3 4 5
2. Training staff for job positions	1 2 3 4 5	1 2 3 4 5
3. Training staff for effective project implementation	1 2 3 4 5	1 2 3 4 5
4. Developing leadership skills	1 2 3 4 5	1 2 3 4 5
5. Motivating staff to achieve tasks	1 2 3 4 5	1 2 3 4 5
6. Dealing with personnel conflicts	1 2 3 4 5	1 2 3 4 5
7. Adjusting staff for changing workloads	1 2 3 4 5	1 2 3 4 5
8. Maximizing the use of staff in small groups	1 2 3 4 5	1 2 3 4 5
9. Methods of group facilitation	1 2 3 4 5	1 2 3 4 5
10. Use of clerical staff	1 2 3 4 5	1 2 3 4 5
11. Eliminating staff positions	1 2 3 4 5	1 2 3 4 5
V. MANAGEMENT OF FINANCIAL RESOURCES		
1. Writing a program budget	1 2 3 4 5	1 2 3 4 5
2. Monitoring a program budget	1 2 3 4 5	1 2 3 4 5
3. Establishing project financial records	1 2 3 4 5	1 2 3 4 5
4. Maintaining project financial records	1 2 3 4 5	1 2 3 4 5
5. Developing programs proposals	1 2 3 4 5	1 2 3 4 5
6. Determining possible funding sources for proposals	1 2 3 4 5	1 2 3 4 5
7. Conducting negotiations for funding of proposals	1 2 3 4 5	1 2 3 4 5
8. Working with accounts	1 2 3 4 5	1 2 3 4 5

THE PROGRAM MANAGEMENT CHART

This can be the most valuable management tool of the program. The Johnson-O'Malley Program is written in terms of objectives and activities; the activities represent the major steps that must be taken in order to achieve the objective. These major activities frequently require a series of smaller tasks which are "understood" to be a part of the major activity documented in the project.

The "Program Management Chart" simply involves "breaking out" each major activity of the Johnson-O'Malley Program into more detailed "tasks." Each task is assigned a beginning and ending date and a person responsible. If a committee is assigned to the task, a member of that committee is listed and it becomes his responsibility to see that the task is accomplished by the assigned date. This leaves nothing to chance; the "understood" procedures become individual responsibilities governed by specific time requirements.

The key to success of the Program Management Chart is its use. It is like a muscle, the more it's used the stronger it becomes. The management chart can be the basis of most staff meetings with the staff coming up with ideas on how to get late activities back on schedule or how to change an activity. The Indian Education Committee will find it invaluable in keeping in touch with program implementation.

As a management tool, the chart is transferred to a large sheet of graph paper (butcher paper works fine) and displayed as a wall chart where it can always be seen. The chart is used as a log to record any changes or comments pertaining to the activities. Keep a movable string hanging from the top of the chart at the end of the current week; that way Indian Education Committee members and others can always be aware of the current status of all program activities. A green felt pen is used to extend lines of tasks that have not been completed on time. A small red dot at the end of each task line indicates its completion.

Suggested Uses:

- Staff Meetings: Project and school personnel work together in developing and assigning tasks during the first week of the program. New staff members participate in a similar exercise. This creates ownership in the program as well as a complete understanding of functions and responsibility. The MANAGEMENT CHART can serve as a basis for most staff meetings.

- Monitoring: The Indian Education Committee keeps in touch with program progress through periodic review of the MANAGEMENT CHART. Deviations from the plan, problems, and revisions are quickly addressed. The contractor and an evaluator have a ready source of information on the implementation of the program.

- Reporting: Monthly progress reports and reimbursement claims are easily developed by referring to the chart. This management tool facilitates reporting to the Indian Education Committee, school boards, and community groups. The evaluator will save the program both time and money through the use of the management chart in conducting PROCESS EVALUATIONS.

- Component Management: For larger programs with several components a Program Management Chart is developed for each component. This will serve the contractor through clarification of responsibility and control of the various components.

- Program Improvement: Most beneficial is its use in reviewing and modifying the proposal in efforts of improvement. The comments and time lines will provide information on those most successful activities as well as those that didn't work out. The identification of problems and obstacles will lead to a smoother, more efficient program in the future. USE IT!!!

JOHNSON-O'MALLEY PROGRAM MANAGEMENT CHART

79-80
YEAR

OBJECTIVE 1.0 **STUDENT ATTITUDES**

COMPONENT **AFFECTIVE**

No.	Activity/Tasks	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Person/Position Responsible
1.1	Indian Education Committee screens and hires three Indian aides													
	1—develop job description and qualifications	1-8												-Contractor and Indian Education Comm.
	2—advertise positions	6-15												-Project Dir.
	3—process applications	10-30												-Tribal Sec.
	4—schedule interviews	25-30												-Tribal Sec.
	5—conduct interviews		1-7											-Ind. Ed. Comm.
	6—recommend for hiring		1-10											-Ind. Ed. Comm.
	7—hire aides		10-30											-Contractor
1.2	Each classroom develops listening and reading centers		1-30						1-30					
	1—develop a list of materials needed by classroom	10-20												-Principal
	2—order materials	15-25												-School Sec.
	3—distribute materials to each classroom		10-15					20-30						-Project Dir.
	4—organize materials into centers		12-30						1-10					-Teacher and Indian Aides
	5—schedule student use; maintain records			1-				on	going				30	-Teacher and Indian Aides
	6—modify as needed								1-10					-Project Staff

WEEKLY TICKLER

A management tool especially useful for Project Directors, Administrators, and key members of the Indian Education Committee. The Weekly Tickler is similar to a weekly calendar, Lesson Plan, or Appointment Book. It differs in that it is specific for the Johnson-O'Malley Program. It is a "tickler" for those involved in the direct implementation and management of the program. It is used primarily as a personal time management tool, however, it is also useful in joint planning of weekly activities with aides, teachers, and resource personnel.

Once again, for this tool to be effective it must be used; when it is used it is highly effective. Ten minutes each Monday morning will save hours during the week. Those things that are likely to be put off become part of the daily management plan that must be completed before the day ends.

Example:

JOHNSON-O'MALLEY PROGRAM

WEEKLY TICKLER

	DONE
LEFT OVER FROM LAST WEEK. List those things that were started but not completed. They should take priority over most other activities. "Submit reimbursement claim and monthly report, submit by Tuesday" "Check with evaluator for survey results" "Complete the agenda for Friday's staff meeting" "Reschedule dentist appointment, conflicts with Indian Education Committee meeting" FROM MANAGEMENT CHART. Record those tasks from the "Program Management Chart" or Application that are scheduled to occur during the current week. This provides each person responsible for a program activity with a personal management plan to see that their task is accomplished. "Develop job descriptions and qualifications" "Meet with Administrator to hire aides" "Order materials for learning centers" "Notify staff Wednesday regarding Friday's staff meeting" OTHER THINGS. Record such things as materials needed, meetings to attend, resources to secure, calls to make, communications to develop. "Check with State Parks Personnel for classroom presentations" "Check out problem with the Maryfield children" "Repairs needed on the tape recorders" "Meetings to attend:" Wed. School Board Meeting 7:00 PM Thurs. Tribal Council Meeting 8:00 PM Friday Advisory Board Meeting 9:00 AM Friday Weekly Staff Meeting 3:00 PM (set up room at 2:00)	

The "TICKLER" can also be used as a joint planning tool of weekly tasks or special projects. School District Teachers and Johnson-O'Malley Aides can plan their weekly Johnson-O'Malley efforts and responsibilities using this method.

Monday:	Aides complete class profiles for Johnson-O'Malley students
Tuesday:	Reading kits for group "A" at learning centers
Wednesday:	Parents and aides take Indian students to park
Thursday:	Teacher and aides set up classroom displays of cultural dress
Friday:	Indian students work in crafts room with non-Indian peer tutors

BEST COPY AVAILABLE

MONITORING

One of the important tasks of MANAGEMENT is the monitoring of the program activities and conditions affecting the implementation of those activities. MONITORING is a procedure for determining the degree to which planned activities are in fact implemented. However, MONITORING is also a technique used to see that the program is carried out according to the education plan.

Monitoring can be performed by the contractor, an evaluator, the Indian Education Committee, or a combination of the three. Considering the responsibilities of the Indian Education Committee it is advised that the committee be involved in the monitoring of Johnson-O'Malley programs.

The "MONITORING" form is used to keep tabs on the implementation of the School Improvement Program. It is most appropriate for the School Site Council; however, principals, resource teachers, and project coordinators will find it useful in monitoring the program. It provides a readily available source of information for monthly staff progress meetings, monthly meetings, interim reports, and the final year-end evaluation. Once again, it is an excellent tool for collecting information that will contribute to on-going planning, review, and enhancement of the Johnson-O'Malley program.

The Monitoring form facilitates the monitoring activities by the Members can serve on subcommittees, each responsible for monitoring and reporting on specific components and objectives of the program. Information is then shared at the regular Indian Education Committee meeting followed by recommendations for improving the effort.

Advantages of Monitoring by the Indian Education Committee

1. Provides a detailed awareness and understanding of all aspects of the program.
2. Establishes good relations and communication with the contractor.
3. Serves as a vehicle for community information.
4. Insure implementation according to the plan.
5. Contributes to the decision making responsibility.
6. Identifies deficiencies before they become a serious problem.

Monitoring should take place on a planned basis. The plan should identify:

- The program activities to be monitored.
- The monitoring forms to be used.
- When the activities will be monitored.
- Who will conduct the monitoring
- Procedures for acting upon problem situations.

INSTRUCTIONS FOR COMPLETING THE JOHNSON-O'MALLEY MONITORING FORM

Objective: Abbreviate the objective or component being monitored ("Attitudes")

Date: Record the actual date of the monitoring.

Program Activity: List the activities as they are documented in the application form. Abbreviations are appropriate such as: "hire aides, develop learning centers, etc."

Who: Record the person responsible for monitoring each activity.

Is Activity Taking Place As Planned: Check YES or NO indicating the current status of the activity. Has the activity been completed or is it on schedule?

Comments: Make comments on activities as needed especially those that are behind schedule or encounting difficulties.

Example

JOHNSON-O'MALLEY MONITORING FORM

OBJECTIVE/COMPONENT

DATE ____________________

PROGRAM ACTIVITY	WHO	IS ACTIVITY TAKING PLACE AS PLANNED		COMMENTS
		YES	NO	
1.1 The Indian aides will serve as tutors in the classroom	Indian Education Committee Mr. Jackson	X		Aides seem to lack direction. They are doing mostly clerical work rather than working with students
1.2 A list of available resources will be developed	Indian Education Committee Mrs. Anderson		X	There is no list of resources available at this time.
1.3 Students will each take three field trips	Indian Education Committee Mrs. Anderson	X		One field trip was taken to the park—10/25. Forty students participated.
1.4 Cultural displays will be developed in each class	Indian Education Committee Student Karen Olson		X	All classes do not have displays yet. However, there is a large display in the school office.
1.5 Each staff member will develop objectives for Indian students	Contractor Principal	X		A list of those objectives will be provided to the Indian Education Committee.

STAFF MEETINGS (Openness vs. Powerlessness)*

The following questionnaire measures reactions to meetings.* It is included here because of its emphasis on powerlessness: the feeling that one has very little influence over what happens.

> Most organizations hold a lot of meetings, and their usefulness depends on their quality. We are thinking specifically of either meetings of the staff committee or community meetings.

Name of the meeting you are considering ____________________

How often does it usually meet? ____________________

Length of typical meeting ____________________

Now please consider what usually or typically happens in this meeting. To each of the items below, assign one of the following numbers:

5 This is *very* typical of this meeting; it happens *repeatedly.*
4 This is fairly typical of this meeting; it happens *quite often.*
3 This is more typical than not, but it *doesn't happen a lot.*
2 This is more untypical than typical, though it *does happen some.*
1 This is quite untypical; it *rarely* happens.
0 This is *not* typical at all; it *never* happens.

1. ____ When problems come up in the meeting, they are thoroughly explored until everyone understands what the problem is.
2. ____ The first solution proposed is often accepted by the group.
3. ____ People come to the meeting not knowing what is to be presented or discussed.
4. ____ People ask why the problem exists and what the causes are.
5. ____ There are many problems which people are concerned about which never get on the agenda.
6. ____ There is a tendency to propose answers without really having thought the problem and its causes through carefully.
7. ____ The group discusses the pros and cons of several different alternate solutions to a problem.
8. ____ People bring up extraneous or irrelevant matters.
9. ____ The average person in the meeting feels that his ideas have gotten into the discussion.
10. ____ Someone summarizes progress from time to time.
11. ____ Decisions are often left vague — as to what they are, and who will carry them out.
12. ____ Either before the meeting or at its beginning, any group member can easily get items on to the agenda.
13. ____ People are afraid to be openly critical or make good objections.
14. ____ The group discusses and evaluates how decisions from previous meetings worked out.
15. ____ People do not take the time to really study or define the problem they are working on.
16. ____ The same few people seem to do most of the talking during the meeting.
17. ____ People hesitate to give their true feelings about problems which are discussed.
18. ____ When a decision is made, it is clear who should carry it out, and when.
19. ____ There is a good deal of jumping from topic to topic — it's often unclear where the group is on the agenda.
20. ____ From time to time in the meeting, people openly discuss the feelings and working relationships in the group.

GROUP DECISION MAKING PROCESS

This decision-making process has been proven effective in assessing:

total group involvement
knowledge of what the decision is
understanding of who will do what, when
It forms the basis for a wide variety of group decision-making meetings required of Indian Education programs.

Step 1 — Determine specifically what decision is to be made. Example: What focus shall the School Site Council (or Faculty) have next year.

Step 2 — Divide into small groups with no more than six in a group (four is the ideal size). Example: One person keeps the group to the task giving each person an opportunity to contribute.

Step 3 — List on a large sheet of paper the ideas from the group. Example: Definition of individualization; reports from component sub committees; developing by-laws for the Council, determination of planning procedures to be used in the school proposal, establishing implementation activities, determining evaluation activities for the School Site Council.

Step 4 — Compile the lists from all the groups — avoid duplication. Promote understanding of each item without taking too much time.

Step 5 — Determine master list of items (some items may be merged to make one item).

Step 6 — Give a rating to each item on an individual basis. A minimum and/or maximum may be used. Example: No item shall receive more than 10 points or less than 2 points).

Step 7 — Add each person's rating to obtain the sum for each item.

Step 8 — List the items in rank order. Place under activities.

Step 9 — Specify what will be the visible outcome of the activity — list under evaluation specifications.

Step 10 — Determine the person by name that will be responsible for getting the activity completed. Put the name under person responsibilities.

Step 11 — List by month and day when the task will be completed.

The following form is used to record the results of the decisions by the group.

MANAGEMENT PLAN FOR DECISION MAKING

OBJECTIVE:

ACTIVITY	EVALUATION SPECIFICATIONS	PERSON RESPONSIBLE	MONTH/DAY											
			A	S	O	N	D	J	F	M	A	M	J	J

INDIAN EDUCATIONAL WORKSHOPS

JOHNSON O'MALLEY **TITLE IV, PART A INDIAN EDUCATION ACT**

WHO SHOULD ATTEND?

LOCATION AND DATES (/) 8:30 a.m. - 4:30 p.m.

WORKSHOP DESIGN

PREREGISTRATION FORM

WORKSHOP PLANNING

Once objectives have been established, the committee begins to arrange training programs to meet these objectives. Activities should be planned in much the same way that instructional programs are developed for learners of any age, that is, by 1) looking for unique, interesting, creative resources to use in furthering the stated objectives, 2) drawing upon the talents of the target audience to be shared for mutual learning, 3) allowing members of the target audience to participate in the planning and conducting of their own learning activities, 4) encouraging active participation in the learning process, and 5) tying the learning to the real world of the school at every opportunity. The following handbook can help in planning successful workshops.

HOW DO I REGISTER?

PRE REGISTRATION

MATERIALS

WHEN? WHERE? & WHY?

WORKSHOP
PROGRAM REVIEW
PROGRAM MANAGEMENT

WHAT WILL THE WORKSHOP COVER?

HOW TO PLAN & CONDUCT A SUCCESSFUL WORKSHOP

INTRODUCTION

Workshops are by their very nature a challenge to things as they are and represent a real opportunity for change — they succeed to the extent they are well planned and organized.

Our goal in planning this booklet is to provide you with a short and readable guide that will function as a model for planning and presenting a successful workshop. In order to make it short and readable we operated on certain assumptions which we felt were reasonable and which allowed us to proceed quickly. These assumptions are:

1. You need an overview and guide to workshop presentation.
2. The participants at your workshop will be teachers and administrators directly involved with Master Plan implementation.
3. Your purpose in presenting a workshop is to change the special education knowledge, attitudes or skills of the majority of workshop participants in some significant way.
4. A successful workshop must be productive and satisfying for the participants. (We define a workshop as a session or group of sessions meeting for part of the school day or on a Saturday.)
5. And, finally, that learning is not a passive but an active function. We assure learning when we apply new concepts, that is, practice them.

Because we believe that active participation is critical to the success of a workshop and because we will not be with you when you apply the model here presented, we will be asking you questions at each stage in the development of the model as well as providing examples and suggestions.

The guide has been organized in linear steps but it is important for you to realize that a workshop is better conceived as a complex of factors. In practice, resources, needs and activities will, of necessity, interrelate regardless of whether we start with the needs and work 'forward' or with an available resource and work 'backwards.'

The guide and the sample planning sheet on Page should aid you in checking the progress of your workshop design at various stages and reassure you that your design is proceeding logically and that no holes exist.

A word on format. We have mentioned our goal: to provide you with a useable model for a successful workshop. Our primary objective is to communicate to you the individual parts of that model. This guide is organized around those parts.

Goals
Objectives
Activities
Format
Organizational Tools
Evaluation
Notes to you as a facilitator of the workshop
Resources

The bulk of this guide then is on *planning* the workshop and is followed by a somewhat smaller section on the actual presentation — DOING IT.

Drawing from our experience we will now set you to work on a systematic strategy that works for us and should work for you.

THE GOALS

As the Cheshire cat told Alice, "If you don't know where you're going then any path will take you there." Obscure goals lead anywhere; conversely, the more specific the statement of the goal, the easier it is to define a logical path that will get you there.

Have you ever gone to a workshop and never clearly known the purpose of the session? Spending your valuable time guessing why you are there is frustrating and unnecessary. DETERMINE THE PURPOSE OR GOAL OF YOUR WORKSHOP. You should know what the participants need to go away with, what they should come to the workshop knowing and what they are going to be working towards.

Your goal is your first needs statement and a necessary first step in the planning cycle. A goal is a broad statement of intent. It is a general statement and is not concerned with a particular achievement or particular time frame for accomplishment.

Try to make your goal statement simple and straightforward; eliminate unnecessary words or jargon. Let's take a look at two goal statements.

GOAL 1 — To provide members of the Indian Parent Committee with an understanding of the Indian programs in Deep Valley School.

GOAL 2 — To help develop coordination skills in regular classroom teachers which will assist them in implementing sound educational programs.

Your participants must concur with you on the importance of the workshop goal. Do you know what they need? If not, get this information from the participants, i.e., assess their needs! This can be done formally by way of structured interviews or a questionnaire, or informally by asking the right questions and listening to the responses.

Incidentally, involving participants in the initial planning is an effective way of assuring that the session(s) will be worthwhile for them.

Reminders:
What is the purpose (goal) of your workshop?
Who will participate?

THE OBJECTIVES

Let's continue with Alice and the Cheshire cat. We have decided we want to go *somewhere*. We have a direction (the goal) and now need to map out specific activities that will get us there. Whereas the goal statement is broad and general in nature and susceptible to a variety of interpretations, the virtues of a well-written objective are that it be clear, specific and unequivical. An objective should be attainable within a certain time frame, and the level of attainment must be measurable.

Workshop objectives should be stated in reference to the on-the-job realities of the participants. What changes are needed in terms of knowledge, skills or attitudes? When you have defined in simple statements the needed changes in skills, knowledge or attitudes, you have, in effect, a list of objectives. Be sure that these are attainable and then list them in priority order. Next, consider how these objectives might be measured. (How will the participant know he has successfully completed the activity?) When writing your objectives, consider WHO does WHAT, WHEN and HOW WILL IT BE MEASURED?

Let's take one of the goals from the previous section and write an objective for it.

GOAL: To help develop coordination skills in regular classroom teachers which will assist them in implementing sound educational programs.

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OBJECTIVE 1.0: Participants will become familiar with three major School Improvement models and the role relationships of personnel within each as measured by final workshop evaluation instruments.

Here's how it breaks out:

WHO: Participants (regular classroom teachers)

DOES WHAT: Familiarize themselves with three School Improvement models and the relationships of personnel within each.

WHEN: During the workshop (implied for all objectives).

HOW MEASURED: Workshop evaluation instrument.

Here are some other objectives which relate to our chosen goal:

OBJECTIVE 2.0: Participants will describe at least three ways in which pre-set expectations and stereotyping affects teacher responses and student-teacher relationships as measured by completion of follow-up exercise.

OBJECTIVE 3.0: Participants will compare and contrast the major elements of individualized instruction with traditional education practices as measured by completion of the viewpoint grid.

After you have finished writing objectives for your workshop, double check to see if they are complete. This form may help.

CHECKLIST

_____ Who?
_____ Does what?
_____ When?
_____ How will it be measured?
_____ Are the objectives realistic and attainable?
_____ Are the objectives in keeping with goals of the workshop?
_____ Is each instructional objective stated in terms of the participant's performance rather than your performance?

You may find that, as often happens, you have generated too many objectives to handle in a single session. This raises the question of how many objectives are manageable in a single workshop. The number of objectives should be directly related to:

How much time you have,
What your priority objectives are, and
How many activities are needed to realize each objective

Don't try to do too much! If you are designing a one-hour workshop, try to limit the number of objectives to two or three. Work for quality. If you are designing a longer workshop, expand the list of objectives if necessary, but try not to exceed six or seven.

ACTIVITIES

We have defined the goal, specific objectives to meet the goal and now we must take a look at the subject matter needed to support each workshop objective. What do the participants need to do, know, or feel to be able to meet the objectives you have defined? Go back to your objectives and break out the skills, knowledge, or attitudes necessary to meet the requirements of the goal.

Once you have decided WHAT is to be learned you must decide HOW to present it.

Here is a listing of various ways to get the subject matter across:

- Lecture
- Film
- Filmstrip
- Tape/Slide
- Readings
- Video
- Panel
- Demonstration
- Skits

When selecting a presentation method, keep in mind that the requirements of the subject matter should dictate the presentation medium. To put it in McLuhanesque terms, the medium should be tailored to the message, not vice versa. Participants are understandably confused when the presenter says, in effect, "Do what I say not what I do."

We are working on the assumption that people learn best when they are actively involved, so we recommend that subject matter presentations be followed by learning activities which allow participants to practice what has been preached.

Generally, workshop subject matter can be broken out into three areas: knowledge, attitude, and skills. A workshop learning activity typically touches on all of these areas but one is usually dominant. For example, look at this activity:

> "Each participant will describe one source of conflict at their own school site to their small group. The group will then utilize 'brainstorming' techniques to generate alternatives for resolving the convlict and prioritize those alternatives."

In this activity, the skill area (brainstorming) is dominant. Presumably, all participants will be presented with the information or knowledge necessary to accomplish the activity. The important task here seems to be skillful application of the knowledge.

Here is a list of learning activities. Select one; try to suit the method to the dictates of the subject matter:

- Programmed learning
- Role playing
- Task sheets
- Problem-solving activities
- Self critiques
- Practice (after demonstration)
- Brainstorming
- Videotape feedback
- Small group work
- Simulations
- Discussions
- Tests
- Peer feedback
- Games — puzzles — simulations
- Case study
- (Warm-up activities)

If you are using group activities it is important to remember that the larger the group the more difficult it is to manage; generally speaking, fifteen is the limit, six to eight ideal. If you are working with a larger group, break them into small groups for learning activities and then have each group summarize its results to the entire workshop.

When you have selected a particular learning activity for your workshop, ask yourself if the method of instruction lends itself to attitude, knowledge or skill development. Will the method be comfortable for the facilitator? Is it consistent with his or her style and, finally, how much time does it take? Time will be an important factor when we turn to format later.

As an example, let's develop some learning activities for one of the objectives in the previous section.

OBJECTIVE 1.0: Participants will become familiar with three major School Improvement models and the role relationships of personnel within each, as measured by final workshop evaluation instrument.

Activity 1.1: After a brief slide presentation and discussion of the three School Improvement models, participants will circulate to three learning stations gathering information on each model.

Activity 1.2: Large group discussion and listing of advantages and disadvantages of each model.

Activity 1.3: Using information to be handed out, small groups will expand on how two Schools have organized for AB 65. Compare and contrast the two ways.

Activity 1.4: Each individual in the small group will describe how their schools have organized to meet needs of students. One member will summarize for the entire workshop (large group).

A final word on breaking out the activities. Remember that an activity may partially meet many objectives or one objective may require many activities. In any event, try to vary the instructional modes of your learning activities whenever possible. Variety goes a long way in maintaining interest...both in participants and yourself!

FORMAT

At this stage you've completed most of your preliminary workshop planning, a goal has been defined and objectives, presentations and activities have been developed, all in reference to the goal. Now it is time to think of the resources you'll need, both human and material. Go through your list of subject matter presentations and learning activities and decide who is to be responsible for each presentation and who is to conduct each of the activities. Will they be local resource people or would you be better off going outside for expertise? Next, consider the media/materials you'll need. Are they already developed, who will be responsible for developing them?

List the printed materials your participants will need such as handouts and task sheets. Determine the number of copies required and how these will be distributed at the workshop. Consider drafting and printing time and include this information on the timeline and working agenda. Handouts can economically clarify a vague point and can also be used later by participants for review.

There are advantages to using varying colors of paper stock for duplication whenever possible. At the workshop you will be able to refer to needed material by color, saying "Pull out the blue sheet," and saving participants the hassle of trying to find the handout you're talking about. Another hint — the use of graphics, illustrations or pictures will relax printed materials that look too tight or stuffy.

You will need to list necessary equipment and supplies for each activity and include these on the timeline and working agenda with target dates. You should also make sure your facility has the equipment you expect it to have, such as a chalkboard, viewing screen, and ample electrical outlets.

Here is a list of things you may need to arrange for.

Equipment:

- projectors (slide, overhead, filmstrip, opaque, 16mm, 8mm)
- tape recorder
- record player
- amplifier
- speakers
- microphone
- paper cutter

Supplies:

- chalk
- marker pens
- pencils
- writing paper
- butcher paper
- scissors
- paint
- brushes
- string

Assume electric equipment does *not* work. Check out equipment such as projectors and tape recorders before the workshop! Have spare bulbs on hand.

Practice using the medium you select; some facilitators prefer slide shows, others overhead transparencies. Their selection is invariably based on real skills they have developed using their chosen medium. Last, be sure everyone can see and hear and remember that the lights are off with some media.

You may find it useful to carry a "workshop survival box" with you containing:

- chalk
- extension cords
- rulers
- marker pens
- paper clips
- pencils
- writing paper
- screwdriver
- name tags
- masking tape
- three-prong multiple outlet plugs
- stapler
- thumb tacks
- string
- scissors
- pliers

At this point examine the following workshop planning sheet. Although we have filled it in with the examples we have been using, you may need to adapt the form somewhat to suit your own needs.

WORKSHOP PLANNING SHEET

GOAL: To help develop coordination skills in regular classroom teachers which will assist them in implementing sound educational programs for all students.

OBJECTIVES:

1.0 Participants will become familiar with three major School Improvement models and the role relationships of personnel within each as measured by final workshop evaluation.

2.0 Participants will describe at least three ways in which pre-set expectations and stereotyping affect teacher responses and student-teacher relationships as measured by completion of follow-up exercise.

3.0 Participants will compare and contrast the major elements of individualized instruction with traditional special education practices as measured by completion of the viewpoint grid.

OBJECTIVE NUMBER	CONCEPT	ACTIVITIES		RESOURCES	PERSON RESPONSIBLE
1.0	School Improvement Program delivery system models: resource teacher, diagnostic/prescriptive teacher, consulting teacher	1.1 After a brief slide presentation and discussion of the three School Improvement models, participants will circulate to three learning stations gathering information on each model.	30 min.	Slides, projector, screen, chalkboard, handouts for each model at each learning station	Bill
		1.2 Large group discussion and listing of advantages/disadvantages of each model.	15 min.	Chalkboard	Bill
		1.3 Using information to be handed out, small groups will examine how two schools have organized for individualization, compare and contrast the two.	30 min.	Handouts and butcher paper and pens for each group	Sal
		1.4 Each individual in the small group will describe how their own schools have organized to meet the needs of students. One member will summarize for the entire workshop (large group).	45 min.	Butcher paper and felt pens for each group	Sal
2.0		2.1			
↓	↓	↓		↓	↓

Once resources have been firmed up, you're ready to start scheduling. Allow a little extra time between major activities so that if the group takes longer than expected you can still adjourn on time — NO ONE LIKES TO RUN OVER.

Organize your schedule in terms of the order or sequence of workshop activities. Decide what should be done to start, what's going to happen after that, and how the session(s) should conclude.

We believe that a good workshop is based on a developmental scheme. You should consider this question: Will the participants have a clear understanding of how things fit together as they move through the session(s)? This takes some real thought. It means that each selected activity or presentation needs to "fall out" of the preceding one. It suggests that you should start with an "overview" session that shows the participants where you're headed, how you're going to get there, and how things inter-mesh.

In putting this guide together we have attempted to model such an approach. One that gives you a logical, step-ordered approach to dealing with the many parts without losing sight of the whole. Workshops should do the same. Here's a sample workshop schedule which we would normally hand out during registration.

INDIAN EDUCATION

Workshop Schedule

Friday, August 13

8:30 Registration
9:00 Welcome and Workshop Overview
9:20 Name Tag Game or "Getting to Know You"
9:45 School Improvement — Three Models
10:30 Coffee and donuts
10:45 State Department of Education Structures
11:15 How's your school been doin' it?
12:00 Lunch
1:00 Individualization vs. Traditional Education — Roles of Staff, Students, Parents
2:00 Expectations and Stereotypes
2:45 Break
3:00 Film — "Label it This, it Can't be That!"
3:20 Evaluation
3:30 Adjourn

ORGANIZATIONAL TOOLS

Ample lead time is absolutely necessary to the conduct of a quality training program. You will find the timeline a valuable method of organizing time and task. There are many small but important things to be done before the workshop day. Don't let them log jam on you. Decide what has to be done by what date and who is responsible. Include resources to be located or developed, facilities to be arranged, contacts to be made for each presentation/activity and equipment and supplies to be secured. Next, for each item list target dates, i.e., the date at which the task should be accomplished. Adjacent to each target date, note the person responsible for completion of the task. The timeline is an essential organizing tool; it simplifies the management of planning detail especially where others are responsible for organizing detail and works as a checklist for yourself.

SAMPLE

TIMELINE FOR PLANNING INSERVICE TRAINING PROGRAM

ACTIVITY	JUNE	JULY	AUGUST	PERSON RESPONSIBLE
1.0 Establish workshop goal and objectives	1—7			Sal and staff
2.0 Develop workshop activities	9--27			Sal and staff
3.0 Identify and secure needed resources	29—	15		Sal and staff
4.0 Arrange for workshop facility and food services		7—15		Ira
5.0 Mail invitations		15		Jack
5.1 Mail reminder			1	Jack
5.2 Conduct registration via telephone		15—	—8	Jack
6.0 Develop workshop schedules		17—19		Carol and staff
7.0 Design evaluation instrument		19—21		Bill
8.0 Conduct workshop			$\boxed{13}$	Carol and staff
9.0 Analyze evaluation and feedback to participants			15—20	Bill and staff

You may need another list also organized in a timeline format to keep track of notices of your workshop to potential participants. Written invitations or notices should be sent out even if you see participants daily. Include the following information:

WHO is invited (who the workshop is for)
Goals and objectives of the workshop
Where, When and How to register
Contact person and phone number for more information

If necessary, note what is needed to prepare for the workshop. What materials or information will they need to bring with them?

Once again, a sample we have used.

A reminder notice may be necessary. Simply include workshop title, place, time and who to contact for more information.

Finally, don't forget to include a notice of evaluation results on your timeline. This will be valuable information for your participants.

Another useful organizing tool is the working agenda. It follows the participant's schedule but is more detailed. Include who is going to do what, what materials are to be handed out, and any special notes or reminders. The working agenda is especially useful if more than one person will be assisting with the conduct of the workshop.

SAMPLE
WORKING AGENDA FOR STAFF

Friday, August 13, 1978

8:00 a.m. — 3:30 p.m. Red Lion Inn, Eureka

TIME	ACTIVITY	RESOURCES	PERSON RESPONSIBLE
8:00	Staff arrives		
8:30 — 9:00	Registration	Name tags, schedule registration book	Sal
9:00 — 9:20	Welcome—Overview	Schedule	Sal
9:20 — 9:45	Name Tag Game	Name tags and chalkboard	Bill
9:45 — 10:15	School Improvement models—slide presentation and learning stations	Projector, screen, chalk—board, handouts	(Charlene, Jack, Bill set up and attend learning stations)
10:15 — 10:30	Large group discussion and listing—advantages/disadvantages	Chalkboard	Ira
10:30 — 10:45	Coffee Break	Coffee, donuts, cream, sugar, tea	Bill, make sure it is set up
10:45 — 11:15	Small groups examine two state plans	Handouts, butcher paper and pens	Carol (staff distribute resources to each group)
11:15 — 11:45	Small groups discuss own school plans	Butcher paper and pens	Carol
11:45 — 12:00	One member from each group summarize to workshop		Kathy
12:00 — 1:00	Luncheon	Served by hotel	

(And so on for remainder of workshop schedule. NOTE: Time breakout is more detailed than what appears on participant's schedule.)

EVALUATION

Evaluation has a dual function. It is a means of improving workshop technique as well as the first step in a needs assessment which could conceivably result in further inservice.

Evaluation should be continuous through all phases of the workshop. You should critically view the initial planning, the actual workshop and later on the extent of the modification of skills, attitudes or knowledge called for in the objective. The question here is, did the workshop make a difference?

In the planning stages, have a colleague or friend review your workshop plans at various stages in the development. Workshop participants will come to you with a wider range of beliefs, attitudes, personalities and expectations than you can possibly anticipate. Critical input at the planning stage can head off problems later.

You will need to collect information at the end of each learning activity to determine its effectiveness in supporting the objective(s) for which it was designed.

An evaluation form at the end of the workshop should be phrased in such a way that participants can indicate whether in their opinion each of the workshop objectives has been realized and whether, overall, they found the workshop productive and satisfying.

You will also want to know to what extent you have realized the workshop goal: How extensively is the new knowledge, skill, or attitude being employed on the job? Here you may choose to send out a questionnaire or administer structured interviews. Plan some follow-up contact or activity after the workshop — consultation, or a monitoring of the new skill in the classroom and a discussion of the results. Finally, make sure the participants get the results of your evaluation; this completes their participation, demonstrates your continuing concern, and assures them that they were indeed involved in a productive enterprise.

SAMPLE

August 13, 1976
Workshop Evaluation

Subject Areas: ____________________ ____________________
Grade Level(s): ____________________

(On questions 1-7, please check only ONE response)

1. Characterize your learning from the content and activities of this workshop:
   - ____ I was engaged in learning throughout the workshop
   - ____ I was refreshed and reminded of things i already knew
   - ____ I learned little
   - ____ I gained a new perspective on how to work more effectively

2. What influence will what you learned at this workshop have in your daily work?
   - ____ Little or no influence
   - ____ Will cause me to read, think, or study in the area some more
   - ____ Will cause me to attempt some new practices
   - ____ will cause me to make major changes in the way I perform my job

	To a small extent 1	2	3	4	To a great extent 5
3. Did the workshop title and description accurately describe the workshop?	___	___	___	___	___
4. Were the objectives clearly stated?	___	___	___	___	___
5. Did you feel involved (physically, mentally, emotionally) in this workshop?	___	___	___	___	___
6. Was the workshop well organized?	___	___	___	___	___
7. Were the activities presented in an interesting way?	___	___	___	___	___

8. What things in the workshop will be most helpful to you?

9. What things in the workshop will be of little or no help to you?

10. Use the space below for any additional comments.

NOTES TO YOU AS A FACILITATOR OF THE WORKSHOP

It is easy to forget that the educated adults you will be dealing with are, under workshop conditions, learners. The strategies and tactics we know work with children will, with minor modification, work with adults as well. For instance, we know that people learn best when they:

- are curious about what they are learning
- are actively involved in the learning process
- have a chance to invent and discover for themselves
- see a chance for success
- feel they are doing something worthwhile

What can you do as a workshop facilitator to initiate the learning process? We suggest you get people involved in the proceedings as soon as possible. Start out with an experience or activity that fosters good feelings, gets the workshop headed towards the accomplishment of the objectives, helps people get acquainted and demonstrates that each person is important and has something to contribute. (This is important even if you work with the participants every day.) There are many such activities outlined in publications by Pfeiffer, Ingalls, and Phi Delta Kappa listed in the RESOURCES section of this guide.

The way to *keep* people involved is to provide as many learning activities as possible. It is true that people often need information from the facilitator but, more importantly, they need the chance to work with the information and time to talk about the problems they encounter in applying what they have learned. How would you learn to write without writing? How would you go about explaining the writing of a goal statement without ever doing it? Being told about it isn't enough. People learn by doing. Arrange lectures and discussions around learning activities. Keep workshop participants involved, and above all else, keep them DOING.

Your participants should feel that, as a result of the workshop, they:

- achieved necessary skills
- developed constructive attitudes
- expanded their knowledge base
- used their problem-solving skills

Work is essential to a successful workshop. Strangely enough, participants DO like to work and by working they feel that their time has been well spent.

Satisfaction is another essential ingredient of the workshop and usually comes about when participants have:

- felt a sense of personal worth
- enjoyed their working space
- gained rewards from participation in worthwhile activities
- been treated in a friendly fashion
- interacted successfully with others

WORKSHOP PLANNING SHEET

GOAL:

OBJECTIVES:

OBJECTIVE NUMBER	CONCEPT	ACTIVITIES	TIME	RESOURCES	PERSON RESPONSIBLE

REPORTING

REPORTING TO BOARDS, ADMINISTRATORS, COMMITTEES AND OTHERS

A school's credibility within its community and its ability to improve its programs are to a large extent dependent upon the degree to which it can communicate accurately about progress to date. Clear, concise reports are essential to effective communication.

Audience

Prior to preparing a report, it should be determined who will be your AUDIENCE. Potential audiences may include:

- Staff members
- Total community
- Advisory committees
- Board of Education
- Superintendent
- Funding agency
- Students

Intent

The INTENT of the report must be established. In determining this, a number of possibilities should be considered:

- Communicating with the public
- Providing information for decision-makers
- Assisting in the improvement of an existing program
- Providing feedback to the participants

Timing

Early in the school year a TIMELINE should be established which delineates the activities which must occur in the development of the written report. INDIVIDUALS should be specifically assigned to complete the various tasks. In completing the timeline, it must be decided if INTERIM REPORTS are going to be developed and presented to specific individuals and groups. Some audiences should have reports while activities are in progress while others need only a report at the conclusion of a program. A number of audiences will require both INTERIM and FINAL REPORTS.

Reporting Methods

Interim reports may be presented FORMALLY or INFORMALLY. They may be presented ORALLY or in WRITING. Regardless of the method selected, certain considerations should be followed:

- The report should be TIMELY and PROVIDE THE INFORMATION needed by specific individuals and groups.
- The report should be as BRIEF and CONCISE as possible while still covering the topic.
- Lengthy reports should have brief DIGEST of the material presented included as a preface.
- Charts should be included where necessary for understanding of the topic.
- Color, pictures, drawings, and layout are final tasks which must be thoroughly considered if a report is to be well received.

- Prior to distribution of the report, it is suggested that one or more individuals, knowledgeable as to the contents covered, REVIEW the material presented.

The *final REPORT* should be in WRITING. There should be as little room for interpretation of information as possible. The same considerations given interim reports should be followed for the final written documents. In addition, it is suggested that the material be organized into SPECIFIC SECTIONS including the following:

- An INTRODUCTION which provides the reader with a clear picture of what the program was designed to accomplish. It might include a statement of GOALS and OBJECTIVES written in a manner which is understandable to the audience who will receive the report.
- A DESCRIPTION dealing with the participants in the program. This could include information regarding their assigned tasks, details concerning the length of time they were involved in each component of the project, and some narrative regarding their actual activities, materials they utilized, and any unique services they performed in the program.
- An overview of the PROCEDURES which were followed in gathering the information for the report.
- Details regarding the RESULTS of the program and the degree to which the original objectives were met. These results should include information from a variety of sources.
- A description which indicates the CONCLUSIONS of the report. Specific statements should reiterate the highlights of the report.
- RECOMMENDATIONS regarding the next steps which might be implemented in the program under study. This "where do we go from here" is more important.

Writing the Final Report

The author of the report should VERIFY all information contained in the final document with persons who participated in the program, particularly those involved in collecting or summarizing the information. This will assist the writer and will motivate those who participated in the program to be supportive of the resulting document. The final report should be reviewed with the program director before the printing and public presentations are accomplished.

Presentation and Distribution

Thought must be given to how the material will be presented. It is the usual practice to share a report with the governing board at a public meeting. This procedure gives the presenters an opportunity to discuss the materials with the writers. The written reports should be distributed to the members of the governing board prior to the meeting.

Following the presentation to the board, copies of the report should be distributed according to a plan. Production funds must be budgeted according to distribution needs. What individuals, institutions, organizations, and public information outlets *must* receive copies of the report? How many additional copies are needed to meet local citizen demand? It is usually more economical to produce enough copies on the first printing to satisfy all demands rather than having a number of spaced, small runs.

Once the entire report is completed, those involved should evaluate the entire process. A conscious effort must be made to improve each succeeding document.

8.0 EVALUATION

Program Cycle 8.1

What Is Evaluation 8.2

Evaluation for Johnson O'Malley Programs 8.3

Purpose of Evaluation .... 8.4 - 8.7

The Evaluation Process .... 8.8 - 8.11

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Instruments and Data Sources 8.24

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Program Evaluation Planning Form .... 8.27 - 8.28

Check List of the Major Steps Required in Developing General Evaluation Plan .... 8.29 - 8.30

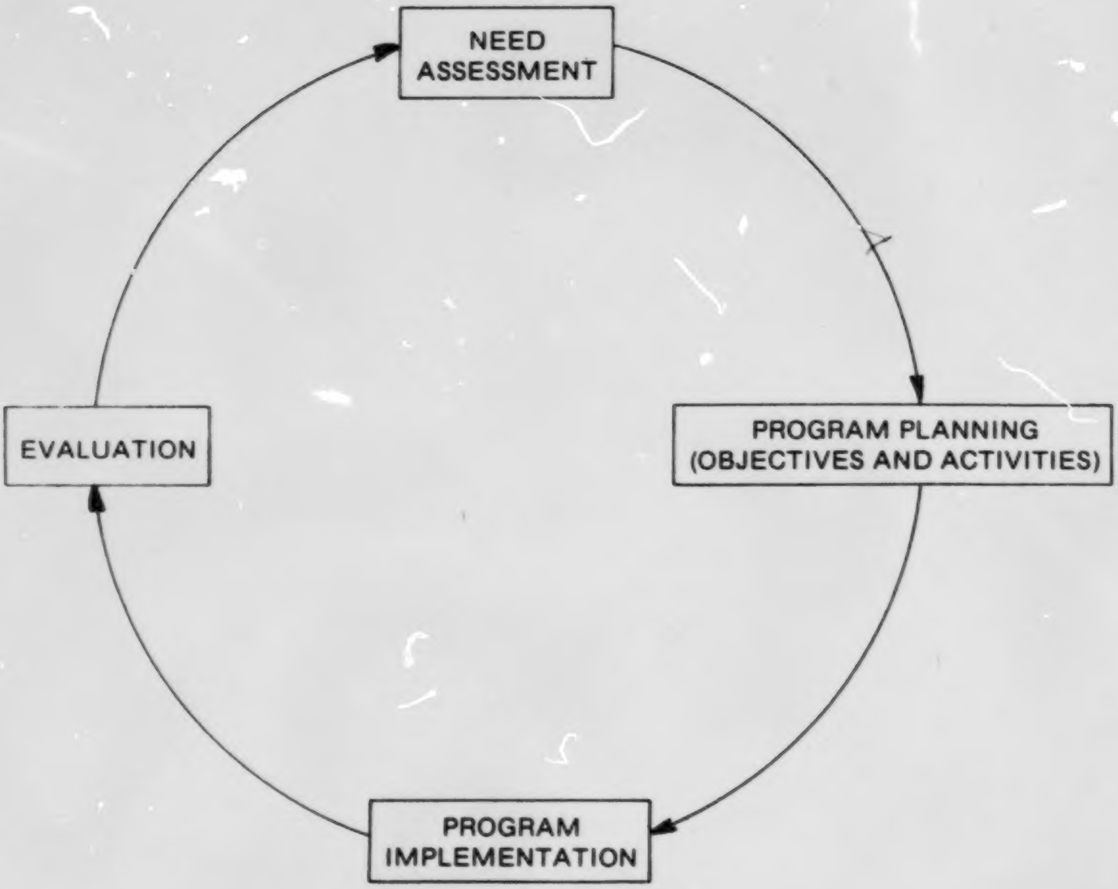
Final Product Report .... 8.31 - 8.33

Applying Evaluation Findings .... 8.34 - 8.35

THE PROGRAM CYCLE

EVALUATION

How close did we come to achieving OBJECTIVES?
What NEEDS have been reduced or eliminated?
What strategies worked? Didn't work?
How can the program be improved?
Who should share in the program results?
Have we come closer to realizing our GOALS?



"Evaluation is an integral part of program planning and therefore is an outgrowth of needs assessment, program objectives, and program implementation. Evaluation information also becomes needs data. In other words, evaluation, if properly conducted, allows us to know whether we have accomplished what we said we would by a particular point in time. If we haven't, we know that the NEED still exists. Evaluation, therefore, whether interim or end-of-the-year, may serve as NEEDS data. The arrows indicate that there is constant feedback and revision between all four of the areas. The major point is that evaluation cannot function in and of itself; it must be developed as an integral part of the program."

WHAT IS EVALUATION

The process of determining the value and effectiveness of the program for the purpose of decision making.

A STARTING POINT

Evaluation is a starting point in the plannng process. For first year programs, evaluation of "existing conditions" results in the identification of "NEEDS." For on-going programs, evaluation contributes to the improvement of those programs.

PLANNING AND EVALUATION

An evaluation is only as good as the education plan. The Education Plan documents the NEEDS of the Indian students and sets forth a "plan" for meeting those needs. The plan is based on GOALS, OBJECTIVES, and ACTIVITIES developed by the Indian Education Committee.

Therefore, Planning and Evaluation are mutually dependent on one another. Evaluation information from one year is used for planning the following year. However, evaluation is not only a year-end activity. To assess a plan in its achievement of educational goals, the evaluation process assumes that programs have been carried out according to the plan. A major function of evaluation is to see that a program is carried out according to the approved plan. The importance of program planning cannot be over emphasized. Planning consists of the development of GOALS, identification of NEEDS, setting of OBJECTIVES, designing of ACTIVITIES, and allocation of RESOURCES.

Evaluation appraises the value and effectiveness of the planning efforts.

The ultimate worth in evaluation of programs lies in the benefits it provides to the Indian students. This criterion should be kept uppermost in mind in the evaluation effort.

Planning for the evaluation of the program is an integral part of planning the program. Such preparation can serve to assure a focus on the most important objectives. When this is not done, major objectives are often masked by a morass of names, dates, and places.

Decisions to adopt, maintain, modify, expand, or cancel will be made through all stages of a program. If useful information is not available, someone will be forced to make an arbitrary decision. Someone else will be forced to implement that arbitrary decision. The quality of decisions, and the acceptance by those involved, will be improved if evaluation has provided a factual basis for the decision.

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EVALUATION FOR JOHNSON-O'MALLEY PROGRAMS

Johnson-O'Malley is a supplemental program funded to provide additional support, resources, and educational services to Indian students.

The Public School System is responsible for the basic education of all children. It is not the purpose of Johnson-O'Malley to assume that responsibility for Indian students, yet there is a great deal that can be done to assist the Indian in the public school system.

What is a SUPPLEMENTAL PROGRAM?

A supplemental program provides services and resources above and beyond those provided by the Public School System in an effort to meet the unique and special needs of Indian students.

An Enrichment Program: Johnson-O'Malley provides for a fuller, more complete education through additional equipment, learning centers, aides for individual assistance, and field trips for broadened experiences. Attitudes and self-concept are enhanced through these enrichment activities.

A Support Program: Johnson-O'Malley provides support services for already existing programs. Aides and parents provide assistance to Indian students in carrying out school programs. Parent activities, community functions, and staff development expand awareness, knowledge, and understanding of the educational programs.

A Remedial Program: Johnson-O'Malley provides special learning tools, curriculum, and materials to help students who are behind. Special classes, tutors, and counselors contribute to the resources available to Indian students. Learning games and kits and high interest activities make learning easier for those having difficulties.

An Innovative Program: Johnson-O'Malley provides funding to try out new ideas, creative approaches, and alternative systems. Locally developed curriculum, cultural activities, and tribally administered programs are all searching for a better way to meet the unique and special need of Indian students.

Evaluation of Johnson-O'Malley programs is limited to the evaluation of these supplemental resources and services. The evaluation design, assessment instruments, and use of evaluation findings should focus on the supplemental aspects of the program.

The Johnson-O'Malley program can be defined as a combination of curricula, personnel, activities, and resources organized so as to attain specific goals and objectives established by the Indian Education Committee.

It is important that the Johnson-O'Malley program maintains its own identity and not simply be used as an additional resource to carry out the activities of a larger program. In this way, supplemental services are assured and evaluation will provide information specific to the Johnson-O'Malley effort.

PURPOSE OF EVALUATION

The primary purpose of evaluation is to provide the Indian Education Committee with information which is required to decide whether to continue, modify, expand, or discontinue the Johnson-O'Malley program.

DECISION MAKING

The Indian Education Committee depends on evaluation information to enhance the total process of decision making. Only through evaluation information can a decision to continue, expand, modify, or delete a certain aspect of the program be made.

PROGRAM IMPROVEMENT

A positive approach to evaluation results in program improvement. Too often evaluation processes are looked upon as a device for detecting who is not doing well. Evaluation should result in decisions and strategies leading to an improved program.

WHY EVALUATE

Evaluation measures how well the program has contributed to the attainment of the desired goals. Evaluation provides objective and concrete information upon which decisions are based.

Evaluation provides feedback to students, parents, school personnel, and the Indian Education Committee. It provides incentive to continue . . . or a reason to discontinue.

Evaluation provides a vehicle for change. If part way through the year it is determined that all or part of a program is not working, the plan can be changed—a program is simply a plan subject to change for improvement.

WHO EVALUATES

The Federal Regulations for Johnson-O'Malley state:

> Section 273.14 Preparing the Education Plan
> "A prospective contractor in consultation with its Indian Education Committee(s) shall formulate an education plan."
>
> Section 273.16 Power and Duties of the Indian Education Committee
> "Participate fully in the planning, development, implementation, and evaluation of programs.
>
> "Evaluate staff performance and program results and recommend appropriate action to the contractor.
>
> "Have access to all reports, evaluations, surveys.
>
> "Request periodic reports and evaluations regarding the Indian education program."

Clearly the evaluation of the Johnson-O'Malley program is a joint effort between the contractor and the Indian Education Committee. This cooperative effort includes the following:

(1) Development of the evaluation design

(2) Participation in the evaluation activities and procedures

(3) Evaluation of staff performance

(4) Evaluation of program effectiveness

(5) Review of evaluation findings and reports

(6) Participation in decisions related to evaluation activities and findings

There are many grey areas between the black and white of the regulations. Frequently a contractor has established policies on program and personnel evaluation, especially when the contractor is a school district or Indian organization representing more than one tribal group or Indian Education Committee. To prevent problems and enhance the evaluation effort, the following steps should be taken:

(1) All evaluation provisions should be spelled out in the Education Plan. This can be accomplished through evaluation specifications of the objectives, specific program activities, and a separate evaluation component.

(2) The Indian Education Committee should include policies and procedures in By-Laws of the Committee.

(3) The contractor should closely scrutinize the evaluation specifications and provisions of the application.

(4) The Indian Education Committee should review the established policies of the contractor.

(5) The contractor and Indian Education Committee should review and agree upon all evaluation provisions of the application.

In any event, the evaluation of the Johnson-O'Malley program requires cooperation between the contractor and Indian Education Committee. Success of the program is dependent on a balanced and well-represented evaluation design. It is essential that parents of Indian students are involved in the evaluation of programs designed to serve those students. Parents and community members will develop a greater understanding of the educational program through participation resulting in support of that program.

> "Parents who participate in the education of their children have students who do better in school than parents who do not participate."

THE EVALUATOR

Assignment of specific evaluation responsibilities is critical to the success of program evaluation. Obviously the evaluator must be competent and be able to communicate. However, there are other considerations to examine including:

Knowledge of the program
Access to data
Evaluation skills
Objectivity
Credibility
Cost
Time and energy

The issue involves the decision to secure an evaluator from within the existing resources or to go outside. Assigning the job to one of the staff has certain advantages. He will probably know the program well and have the most convenient access to data. On the other hand, an outside evaluator may have an advantage in the possession of specialized skills. He should have greater objectivity and, if properly selected, his credibility would be high. Of course an outside evaluator should have the time and energy to do the job or he shouldn't accept it. Since evaluation is more to "improve than to prove," evaluation used for decision making can be done internally. However, credibility is enhanced by an external evaluation. Comparative costs do not consistently favor one or the other of these choices. Thus the decision should be made in the light of all of those factors as related to the size and complexity of the job.

Recommendation: Develop a committee responsible for the evaluation of the Johnson-O'Malley program. The committee should consist of:

(1) Representation from the Indian Education Committee
(2) Representation from the contractor
(3) An evaluation consultant

This design provides for communication between the contractor and Indian Education Committee while the expertize of a professional evaluator contributes to the quality of the evaluation. The committee would work together in carrying out the major evaluation responsibilities.

EVALUATION RESPONSIBILITIES

INDIAN EDUCATION COMMITTEE	CONTRACTOR	PROFESSIONAL EVALUATOR
Design Evaluation Plan	Existing Evaluation Resources	Specifications for Objectives
Monitoring Program Implementation	Provide Implementation Data	Develop Evaluation Reports
Decision Making	Input on Decision Making	Recommendations for Decisions
Disseminate Community Information	Compile Information	Analyze Information
Select Instruments	Implement Instruments	Develop Instruments
Program Modification	Implement Modification	Recommend Modification
Personnel Evaluation Requirements	Personnel Evaluation	Personnel Evaluation Design
Assess Program Effectiveness	Assess Program Effectiveness	Conclusions, Problems, Commendations
Applying Results	Reporting Results	Determining Results

THE EVALUATION PROCESS
THREE PHASES

DESIGN ➞ MANAGEMENT ➞ APPLICATION

PHASE I: DESIGN

The design is the PLAN for conducting the evaluation; it is part of the EDUCATION PLAN. The Indian Education Committee advises on the design while it is the responsibility of the contractor to carry it out.

(1) Determine the evaluation purpose and requirements
(2) Develop the procedures for conducting the evaluation
(3) Determine specific success criteria
(4) Select or develop assessment instruments

PHASE II: MANAGEMENT

A management plan provides for the control of the evaluation procedures. It identifies WHO will do WHAT and WHEN it will be done. The contractor carries out the management plan.

(1) Conduct the evaluation according to the design
(2) Collect the data and compile the results
(3) Analyze the data

PHASE III: APPLICATION

Application provides for the utilization and dissemination of evaluation results. The Indian Education Committee in cooperation with the contractor make decisions based on the evaluation findings. Appraise the overall success of the program. Information is reported to the Indian community and Bureau of Indian Affairs.

(1) Determine the degree of achievement of objectives
(2) Make decisions to expand, continue, modify, or delete program constituents
(3) Cycle information into needs data
(4) Report results.

A COOPERATIVE EFFORT

The overall Evaluation Process is a cooperative effort between the Indian Education Committee and the contractor. The Indian Education Committee is the expert in community values and GOALS; the contractor is the expert in operating educational programs. The Evaluation Process requires both sets of experts.

TYPES OF EVALUATION

Evaluation is essential to the improvement of educational programs. Evaluation provides information to the decision makers who in turn make decisions pertinent to the program. Evaluation is key to the planning process. Both planning and decision making are on-going processes; therefore evaluation must be an on-going process.

Evaluation that takes place during the process of implementation is termed PROCESS evaluation, and provides information to the decision makers through INTERIM or PROCESS reports.

The education program is designed to produce specific achievements or PRODUCTS and the evaluation of these end products is termed PRODUCT evaluation.

Every Johnson-O'Malley program should include both PROCESS and PRODUCT information in the Evaluation design. PROCESS information will provide a basis for **decision making** during the implementation of the program. PRODUCT information will provide a basis for **decision making** upon the completion of the program.

The Indian Education Committee should have a thorough understanding of both PROCESS and PRODUCT evaluation. The following are responsibilities of the Indian Education Committee that are based on evaluation.

- Needs assessment
- Program revision and modification
- Program planning
- Allocation of resources
- Assessment of progress
- Assessment of goal attainment
- Reporting and information dissemination
- Decision making

The words PRODUCT and PROCESS actually refer to this type of information collected. Both types of information may be collected during the implementation of the programs or at the end of the program.

Product data focus on the outcomes, results, or products. The purpose is to measure and interpret accomplishments during the program and at the end of the program. For information to be useful, product data should be related to established program goals and objectives. For example, an end-of-the-year summative evaluation of a career education program with the objective to develop job interview skills for students, might show that the performance objective was met. It could be concluded then that the program should be continued according to its original design.

Process data focus on the activities applied to supporting the achievement of the desired outcomes. It also refers to the environment in which the activities are taking place. The purpose is to provide information that will determine the effectiveness of the activities and procedures of a program. Collecting process data is a method of monitoring a program to identify and/or predict procedural difficulties for the Indian Education Committee and contractor. For example, early in the program, the Indian Education Committee may wish to know whether the contractor is implementing the program activities as agreed.

To help clarify the difference between the two types of data (product, process), an example of each is presented below:

- **PRODUCT DATA**

  The students in the Johnson-O'Malley program have shown a 20 percent increase in attendance.

- **PROCESS DATA**

  The contractor carried out all the Johnson-O'Malley program activities as planned.

BENEFITS OF PROCESS EVALUATION

STAY ON TARGET

In order to appraise the value of a program in achieving the long range goals of the Indian community, the program must be carried out according to the Education Plan. A major function of PROCESS EVALUATION is to keep maintaining implementation according to that plan.

PROGRESS REPORTING

Feedback to students, parents, and program staff provides for motivation and support. PROCESS EVALUATION provides progress information to these groups through interim reporting.

NEEDS ASSESSMENT

The identification of NEEDS is an on-going process. Obstacles, constraints, and deficiencies are needs that must be satisfied for a program to succeed.

DECISION MAKING

"The best laid plans of mice and men oft go astray." Interim progress data provides a basis for program revision and modification. If the program or an activity is not working, it makes sense to change it. The Education Plan is just that, a plan, which at best is an estimation of what will work. PROCESS EVALUATION will provide information for decision making leading to program modification and improvement. THE PRIMARY PURPOSE OF EVALUATION IS PROGRAM IMPROVEMENT.

> The wisdom of decisions can be greatly affected by the data provided to decision makers through the evaluation process.

Questions to be answered through PROCESS EVALUATION:

1. Are the proposed activities being carried out as planned? If not, why not?
2. What are the obstacles or roadblocks that must be overcome for the program to be a success?
3. What is working? What is not working?
4. What are the strengths and weaknesses of the program?

5. Is evaluation data being collected as planned?

6. Are personnel performing in a competent manner?

7. What program modifications are needed?

8. What are the alternatives? Will they be more effective?

9. Which procedures or materials are most effective in achieving objectives?

10. What is the progress towards achieving the objectives?

DESCRIPTION OF PROCESS EVALUATION

Process evaluation enables the Indian Education Committee and contractor to improve an instructional program while the program is in process. Whereas traditional evaluation procedures have supplied answers only to what happened, process evaluation activities provide information about what is happening.

Two kinds of information are provided during process evaluation:

1. Implementation information—reveals the degree to which the specified elements of the program have been implemented as planned.

2. Progress information—reveals the extent to which program objectives are being attained.

To conduct a process evaluation successfully, all involved staff need to have an appropriate mind set. Basically, one attitude must prevail: "The evaluation activity is for program improvement." The Indian Education Committee, contractor, and project staff must be convinced that when discrepancies are found between "what is" and "what should be," positive, constructive action will result. If personnel are apprehensive of forthcoming judgment, it is best not to waste the time and effort it takes to conduct the evaluation. In fact, more damage to the program can result from negative mind set than from not having done a process evaluation at all.

Process evaluation supplies the decision maker with implementation and progress information. This information is used to improve the instructional program during its operation. This advantage, however, is gained only through careful planning, including an extensive communication network with the project staff, contractor, and Indian Education Committee.

CONDUCTING THE PROCESS EVALUATION

Process evaluation provides information to the decision makers through a formal reporting process. The Indian Education Committee should provide the answers to the following questions.

Who Conducts the Evaluation?

An external evaluator will provide the most objective information. However, it is not always practical to employ the services of an evaluator. Larger school districts usually contract for evaluation services and can extend evaluation services to the Johnson-O'Malley program at a minimum cost. The project director or a selected staff member can also serve this function. In any case, the Indian Education Committee should be involved in determining the "evaluator" since they will be utilizing the information. A member of that committee should work closely with the evaluator. A sub-committee consisting of a representative from (1) contractor, (2) project staff, (3) Indian Education Committee, can work cooperatively in the evaluation process.

How Many Interim Reports?

The number of PROCESS EVALUATION reports depends largely on the type of program and the PURPOSE of the evaluation. Collect only enough information to satisfy the purpose—information that will not be used should not be collected.

A first year program or a program with unusual difficulties could benefit from monthly evaluations. Well-established programs may need only one or two interim reports. For most Johnson-O'Malley programs, quarterly reports are most desirable. Dates for quarterly reports are:

December 31 - Interim
March 31 - Mid year
June 30 - Interim
September 30 - Year end

Who Receives the Reports?

The reports should address the Indian Education Committee and contractors since they are responsible for program decisions. The Indian Education Committee is responsible for decision making which should be made in consultation with the contractor since the contractor is responsible for carrying out the decisions. Parents, students, and community members hould also receive progress information. Appropriate feedback will lead to an understanding and support of the Johnson-O'Malley program. Community information should be provided through a newsletter or community meeting where the major elements of the process evaluation are condensed into brief and clear statements of relevant information.

Example:

January 1, 1979

DEEP VALLEY COMMUNITY NEWS

The Johnson-O'Malley Indian Education Committee reports that the Johnson-O'Malley program is progressing according to the plans. Program activities have resulted in a ten percent increase in attendance among Indian students as of December 31, 1978. The evaluator states: ''The increase in attendance reflects good feelings towards school and learning.''

Parent participation has also increased; however, we are still in need of eight Indian parent volunteers in order to satisfy the Education Plan.

New parents volunteering for the program are:

Mr. Larry Remardo
Mrs. Dorothy Anderson
Mrs. Carolyn Jackson

The Indian Education Committee extends their appreciation to these community members for contributing to the education of our children.

How Is Information Gathered For the Reports?

The interim report consists of progress information. Therefore, a good deal of the information is provided by the project staff. The evaluator reviews the progress of each activity through interviews with the staff, students, and others involved in the program. Review of the records and files and analysis of budget expenditures also provides pertinent data for the report.

PROCESS EVALUATION REPORT

Process evaluation provides for four types of information through a series of interim reports.

1. Progress towards activities and objectives
2. Identification of obstacles, constraints, and potential problems
3. Needs assessment
4. Recommendations for improvement

1. PROGRESS TOWARDS ACTIVITIES AND OBJECTIVES

The program portion of the Education Plan includes:

- OBJECTIVES which identify the products of the program
- ACTIVITIES which describe the major activities for the objectives
- TIME FRAME which specifies the starting and ending dates of each activity

The interim report identifies the actual starting and ending dates of each activity and compares these dates to the planned dates recorded in the Education Plan. Any deviation in the activity or dates are identified along with an explanation or justification for the deviation. By compiling progress information on the activities, projections can be made on the overall progress of the objectives.

Example:

STATUS REPORT

Six of the ten Status Report activities for Objective 1.0 have been carried out as planned; two activities are one month behind schedule and two activities have not been initiated. At the current rate of progress, a 60 percent achievement rate for Objective 1.0 can be anticipated.

A skillful evaluator will pick up additional information while monitoring the program. Quality of the activities, attitude of students and staff and effectiveness of the component should be reflected in the report.

2. IDENTIFICATION OF OBSTACLES, CONSTRAINTS, AND POTENTIAL PROBLEMS

There are many roadblocks which inhibit successful implementation of the program. The evaluator identifies these constraints in the report and offers an explanation for their cause if possible. The contractor and Indian Education Committee can thus focus their decisions on the elimination of the obstacles or prevention of a potential problem.

> "Materials for the art projects did not arrive as scheduled. The art projects will not be ready for the County Fair display."

The learning environment is also considered in the evaluation report. Too little space, poor equipment, and negative attitudes can greatly distract from the program.

3. NEEDS ASSESSMENT

Frequently additional NEEDS are discovered through PROCESS EVALUATION. These NEEDS are considered in the modification of the program where an appropriate decision may be to address the NEED as next year's program and continue as planned with the current program.

Example:

> Deep Valley Indian Education Committee was disappointed to hear from the project director that the program was behind schedule. Through the PROCESS EVALUATION, the evaluator identified staff cooperation as the primary cause. Four of the five staff members were new this year and only one had any experience with Johnson-O'Malley programs. Clearly this identified a need for a major staff development effort, yet the program was based on student counseling and tutoring. The immediate problem was addressed by a staff orientation to Johnson-O'Malley. The decision was made to satisfy the NEED with an on-going staff development component to begin next year.

In summary, the interim report provides information to the decision makers on obstacles and constraints that effect the success of the program. Through the cyclic process of evaluation, on-going needs assessment generates information for future programs.

4. RECOMMENDATIONS FOR IMPROVEMENT

The process evaluation report should provide suggestions for consideration by the Indian Education Committee and contractor. A trained evaluator acquires a great deal of insight in a given project. Experiences from the evaluation of other programs contribute to his ability and knowledge.

The conscientious evaluator will make only those suggestions he feels will have a positive effect on the program. The decision makers should consider each suggestion separately resulting in formal action. That action may consist of:

- Follow through with the suggestion and effect the program accordingly
- Modify the suggestion and implement
- No action on the suggestion

Example:

RECOMMENDATIONS

- Materials should be ordered two months prior to the start of the program due to inherent delays
- Provide babysitting services for parents during parent meetings and conferences
- Delete activities 1.4 and 1.5; they have little effect on the overall program
- Reduce the scope of the plan; there are insufficient funds to support the activities

On the following pages is an example of a PROCESS EVALUATION REPORT. Note the parts of the report:

- Cover page which identifies the period of implementation, the Indian Education Committee, date of the report, and name of the evaluator
- A description of the process and techniques the evaluator used in gathering the information
- A status report of program activities and pertinent information regarding their implementation, obstacles, and constraints.
- Evaluator comments and recommendations documenting significant accomplishments, suggestions for improvement, and anticipated achievement level of the objective

DETERMINE PRODUCT EVALUATION REQUIREMENTS

PRODUCT EVALUATION measures the degree to which program objectives have been met. It helps to determine whether the results (outcomes) are those that the Indian Education Committee specified. It answers the question, "Did the program do what it was designed to do?" PRODUCT EVALUATION data is critical to the Indian Education Committee who must decide whether to continue, modify, expand, or discontinue the program. It also serves to provide NEEDS data to plan the instructional program for the following year.

For the contractor whose main concern is the implementation of the Johnson-O'Malley program, the PRODUCT EVALUATION may answer the following questions:

- Were the resources available in sufficient quantities and at the times needed?
- Were the available resources utilized during program implementation?
- Was success or failure due to design or implementation?
- Were the resources used according to the Education Plan?

An evaluation plan to answer the above questions may well include check points during the year to monitor the degree to which plans have been implemented.

Progress evaluation dates should provide interim information on the products of the program. This is usually accomplished through estimating the degree of achievement for the objectives. This allows the decision maker to modify a program that is not headed for success.

The PRODUCT EVALUATION should answer explicitly those questions that were designed into the objectives at the beginning of the year. It is important, therefore, that the evaluator review the program objectives prior to program implementation to assure himself that the data that the decision maker requires will be collected during the PRODUCT EVALUATION.

The evaluation design should provide information to the decision makers throughout the implementation period which will allow them to refocus the program on the predetermined products.

The following form, "Summary of Program Evaluation Information," will serve in identifying the PRODUCTS of the program and the EVALUATION INFORMATION required to assess those products.

The contractor and the Indian Education Committee must agree on the data that will be used to determine achievement of the objective.

Example:

An objective states that Indian parent participation will be increased by 20 percent. This could be interpreted in a variety of ways:

- 20 percent more time by those already participating
- 20 percent more Indian parents involved in classroom activities
- Indian parents will participate in 20 percent more activities

Identification of the evaluation information required will serve in clarifying the products.

- Data will indicate that an additional four Indian parents have participated in at least three program activities including: classroom participation, field trips, school meetings, and parent conferences

This form will serve in the following:

- Clarification of the objectives
- Inform staff members of expectations
- Identify the data services
- Assist the evaluator in identifying the instrument needed to collect the data

SUMMARY OF PROGRAM EVALUATION INFORMATION

OBJECTIVES (PRODUCTS)	EVALUATION INFORMATION REQUIRED
(Summarize the objectives by products and achievements)	(Identify the evaluation information that will determine success)

IDENTIFYING PROCESS & PRODUCT EVALUATION REQUIREMENTS

Evaluation allows decision makers to determine how well program objectives are being met. It is a viable tool for control and improvement of the program.

To make certain that the evaluation is efficient and provides the necessary information for program use, the evaluator should answer the following questions early in the planning stage:

Who requires information?

The Indian Education Committee and the contractor serve as the decision makers for the Johnson-O'Malley programs. However, everyone who has a responsibility for a certain phase of the program will require program information. The evaluator should identify these individuals as early as possible and make personal contact with them to stress the desirability of working closely together throughout the program period.

What information is required that would help to make decisions?

During the program period, staff members with program responsibilities will require information in areas of concern to them. Since responsibilities are not always clear cut, the Indian Education Committee must tell the evaluator in advance which program elements are of interest, and what type of information is required for each program element. Unless the evaluator has this information, he/she may not be able to provide useful data to the decision makers. If the decision maker does not specify "what" is to be studied, and what type of information would be most valuable, the evaluator will either have to report on all the operations or run the risk of reporting on operations that are of little value or concern to the decision maker. To ensure that information collected will be meaningful, the decision maker should submit questions to the evaluator about program objectives or concerns that the evaluator should address.

Each question submitted by the decision maker about the program should be translated into functional items for inclusion in the data collection instruments. A sample list of questions is provided below.

When is the information required?

The information collected by the evaluator may be the information requested, but it will be of little use to the decision maker if it is not made available when required; therefore, the information gathered should be constructive and timely. To assure that technical reports are submitted when required, a reporting time line for the program year should be developed.

Sample questions to be asked by the Indian Education Committee

1. Did the results of the program match the PRODUCTS described in the program objectives?
2. Did the program function within budget resources?
3. Were the political and social outcomes conducive to future progress of the Indian community?
4. Was the program cost effective?
5. What degree of progress was made towards the GOALS of the community?

Exercise

In the space below write additional questions you would like answered through the evaluation. evaluation.

The following form will be of assistance to the Indian Education Committee, contractor, and evaluator in determining evaluation data to be collected and the use to be made of the data. The form can be used for both PROCESS and PRODUCT information.

EVALUATION INFORMATION REQUIREMENTS

INSTRUCTIONS

In the first column, fill in the name and position of the decision maker. In column 2, state the information that the decision maker requires. In column 3, write the data on which the information is to be submitted to the decision maker. In column 4, state the intended use of the information.

Column 1	Column 2	Column 3	Column 4
Who Requires Information?	What Information Is Required?	Date Required?	Use To Be Made of Information?

EVALUATION INFORMATION REQUIREMENTS

INSTRUCTIONS

In the first column, fill in the name and position of the decision maker. In column 2, state the information that the decision maker requires. In column 3, write the data on which the information is to be submitted to the decision maker. In column 4, state the intended use of the information.

Column 1	Column 2	Column 3	Column 4
Who Requires Information?	What Information Is Required?	Date Required?	Use To Be Made of Information?
Contractor: Mr. Green Principal and program director	Report on Observation of Classroom Activities	Nov. 15 Dec. 15 Jan. 15	To determine if the Johnson-O'Malley program has been implemented as planned
Indian Education Committee	Number of "new parents" participating in program activities	Dec. 15	To determine effectiveness of newsletter and community meetings for revising program activities if necessary
Parents and community	Attendance data reflecting any increases in attendance or absenteeism	Jan. 1	To provide feedback to parents and revise parent transportation program if not working
Indian Education Committee	A list of the major obstacles and constraints confronting the program	June 30	For developing next year's program
Indian Education Committee	The degree of achievement of each objective	Sept. 30	To appraise the value of the program

EVALUATION DESIGN

The Indian Education Committee should give consideration to the resources and constraints prior to developing the evaluation design. This is important because it will indicate to the Indian Education Committee the resources that they currently have available to them to conduct the evaluation.

1. The amount of money budgeted for the evaluation which may be both a resource and a constraint. (Usually 3 percent-10 percent of total grant.)
2. The amount of personnel time available for the evaluation: volunteers, staff members, contractor time, members of the I.E.C.
3. The services available from cooperating agencies such as school district contractor, other projects, resource/career centers, Bureau of Indian Affairs, and Indian organizations.
4. The instruments currently being used that can provide some of the required data are school district tests, attendance reports, community surveys, observation forms.

An efficient evaluation design provides maximum information with minimum energies. This can be accomplished by matching the information requirements of the evaluation to the instruments and data sources available to the Johnson-O'Malley program. Frequently the contractor, especially school districts, collect a variety of information, much of which is usable by the Johnson-O'Malley program. If additional information is needed it is best to "piggy back" on the existing system. This is the most economical way to go and it creates less of a burden on project staff.

EVALUATION INSTRUMENTS

Identifying the appropriate assessment instruments for measuring attainment of a program objective is a prime task in designing a useful evaluation plan. Criteria to consider in identifying assessment instruments are as follows:

1. Does the instrument measure the objectives of the Johnson-O'Malley supplemental program?
2. Does the instrument provide for the information requirement of the Johnson-O'Malley evaluation? Is the information useful for decision making?
3. Is the instrument easy to administer and score? (For example, open-ended interview questionnaires are difficult to administer and score.)
4. What time and resources are required to administer and score the instrument? Is the cost within the allocated budget?

The chart on the following page identifies some of the INSTRUMENTS and DATA SOURCES used in the collection of EVALUATION information.

Along the left side of the chart is a list of the most common evaluation information specified in the objectives of the Johnson-O'Malley program.

Across the top of the chart are the various instruments used in collecting the evaluation data.

An (X) in the square where the two columns meet indicates that the evaluation information in the left-hand column can be most appropriately collected by the instrument identified at the top. There is usually a variety of instruments appropriate for a given type of evaluation information.

The chart reveals that although there is a great number of instruments, only a few provide the majority of information. Therefore, a well-planned evaluation design can best benefit the project through utilization of the instruments that provide the greatest amount of information.

INSTRUMENTS AND DATA SOURCES

	Standardized Tests	Criterion Referenced Tests	Aptitude Tests	Local Tests	Skill Achievement Tests	Student Demonstration	Report Cards (G.P.A.)	Student and Class Profiles	Surveys and Questionnaires	Interviews	Observations	Anecdotal Records	Counselor Reports	Participation Records	Check Lists	Usage Records	Attendance Records	Employment Records	Graduation Records	College Records	Health Records	Accident Reports	Financial Reports	Audits
Academic Achievement	X	X		X	X	X	X	X			X	X							X	X				
Mastery of Basic Skills	X	X		X	X	X	X	X			X	X			X				X	X				
Knowledge of a Subject		X	X	X	X	X	X	X	X	X	X				X									
Units or Lessons Completed				X				X			X			X										
Attendance							X				X		X				X		X					
Truancy & Suspension							X				X	X	X				X					X		
Discipline Problems							X		X	X	X										X	X		
Participation							X	X	X	X	X	X		X	X	X	X				X			
Activities Completed														X	X	X								
Attitudes & Feelings						X	X		X	X	X			X	X	X	X				X			
Self Concept									X	X	X		X			X					X			
Concept of Others									X	X	X													
Cultural Knowledge				X					X	X	X													
Cultural Awareness				X					X	X	X													
Career Awareness				X					X	X	X							X						
Career Skills				X					X	X	X	X			X	X		X						
Parent & Community Awareness									X	X	X													
Parent & Community Participation									X	X	X			X		X	X							
Parent & Community Attitudes									X	X	X													
Staff Knowledge & Awareness				X					X	X	X													
Staff Skills				X					X	X	X	X			X									
Health									X															
Safety									X													X		
Cost Effectiveness																							X	X
Material Equipment Usage																X								X

PLANNING FOR EVALUATING PROGRAM OBJECTIVES

PROGRAM OBJECTIVES EVALUATION SPECIFICATIONS	EVALUATION INSTRUMENTS & DATA SOURCES	EVALUATION	USE OF DATA

PLANNING FOR EVALUATION

Question(s) to Ask 1.	Information to Gather 2.	Population to Assess 3.	Assessment Instruments 4.	Assessment Dates Pre-Interim-Post 5.
What questions can you formulate that must be answered in order to accomplish your purposes?	What kinds of information can you collect that will help you answer the questions? Be creative; look for more than just standardized achievement scores.	From whom or about whom will you secure your information? Will you use the total group or will a sample of the group serve your needs? Do you need help with sampling? Look at the types of groups below: Pupils Teachers Administrators Parents School Board Members Community Groups	What kind of tests, questionnaires, rating scales, checklists or logs will you use to collect your information? Norm-referenced or criterion referenced? Commercially or locally developed? Look over the list below: Norm-referenced tests Criterion referenced tests Questionnaires Interview forms Observation record forms Rating sheets Log sheets Record summary sheets Narrative reports	When will you collect your information? Before, during or after the program or all three? Who will establish the dates and schedules?

PROGRAM EVALUATION PLANNING FORM

Program ____________________

Purpose(s) of Evaluation ____________________

Audience(s) for Evaluation ____________________

PROGRAM OBJECTIVES	What objective is being evaluated? What is the goal or need statement to which this objective relates? Is this objective written in such a form that it can be measured? Is the implied measure appropriate for the objective?
EVALUATION DESIGN	What questions must this design address? What information must this design be able to produce in order to answer these questions? To what purposes of evaluation do these questions relate? What information will the audience accept as evidence related to the purpose of the evaluation?
ASSESSMENT INSTRUMENTS	What kinds of assessment instruments will be most appropriate to secure the information required in the design? (Norm or criterion referenced tests—questionnaires—interviews—observations—rating scales—log sheets—narrative reports)
ASSESSMENT DATES AND PERSONNEL	During what month or months should assessment take place? Who would be the most appropriate person to collect the data? Who is responsible for assigning personnel and dates?
DATA ANALYSIS	What kinds of scores will be most useful in providing the information needed, as identified in the purpose and in the design? What kinds of data analysis will be most appropriate? Will outside help be required to do the required analysis?
PROGRAM ACTIVITIES TO BE MONITORED	What activities are central to the accomplishing of the objectives? What information must be collected to accomplish the purposes of the evaluation?
MONITORING DATES AND PERSONNEL	Who will perform the monitoring function? How frequently must the activities for this objective be monitored? To whom should the monitoring be reported?
KEY REPORTING DATES	Who will be interviewed to ensure that reporting dates meet decision or user requirements? Who will establish reporting deadlines?
PERSONNEL OR AGENCIES TO RECEIVE REPORTS	What different audiences will receive evaluation reports on this objective? Have the questions identified by the audiences during the initial design step been addressed in the evaluation report? Have the purposes of the evaluation been accomplished?
USE TO BE MADE OF DATA OR REPORTS	What activities have been planned to ensure the most effective use of the evaluation reports?

GENERAL EVALUATION MANAGEMENT PLAN
JOHNSON-O'MALLEY PROGRAM

TASKS	COMPLETION DATE	CONTRACTOR	INDIAN EDUCATION COMMITTEE	OTHER
		(Name of Individuals Responsible)		
Define Evaluation Purposes				
Review Needs, Goals, and Objectives				
Review Program Activities				
Identify Process Evaluation Requirement				
Develop a Program Monitoring Plan				
Identify Product Evaluation Requirement				
Identify Evaluation Instruments				
Identify Evaluation Resources and Constraints				
Development Evaluation Management Plan				
Assign Responsibilities				

CHECK LIST OF THE MAJOR STEPS REQUIRED IN DEVELOPING GENERAL EVALUATION PLAN

DEFINE EVALUATION PURPOSE

COMPLETED

- Determine from Indian Education Committee the purpose of the evaluation. The purpose will dictate the types of evaluation data that must be collected. ____________

REVIEW NEEDS ASSESSMENT, PROGRAM GOALS & OBJECTIVES

- Determine whether a needs assessment was conducted by the Indian Education Committee. ____________
- Review program objectives to determine whether they address the needs or problem areas. ____________
- Review performance objectives to determine that they are compatible with program goals. Are the objectives stated in measurable terms? ____________

REVIEW PROGRAM ACTIVITIES

- Review program activities to determine that activities will lead to achieving the objectives. ____________

IDENTIFY PROCESS EVALUATION REQUIREMENTS

- The Indian Education Committee and contractor determine what information is required to make on-going (interim) decisions. ____________
- Determine what information is required relative to program activities during the program period. ____________
- The Indian Education Committee determines the number and dates of the interim reports. ____________

DEVELOP PROGRAM MONITORING PLAN

- Determine the program activities to be monitored. ____________
- Develop/obtain monitoring forms ____________
- Determine when the activities will be monitored. ____________
- Determine who will conduct the monitoring ____________
- Develop procedures for acting upon problem situations. ____________

IDENTIFY PRODUCT EVALUATION REQUIREMENTS

- The Indian Education Committee determines the information they will require to make year end decisions.
- The Indian Education Committee determines the type of decisions that will be made with the evaluation information.

IDENTIFY EVALUATION INSTRUMENTS

- Review the program objectives to determine what is to be measured.
- List specifications for content and use of assessment instruments.
- Locate appropriate assessment instruments.

IDENTIFY PRELIMINARY EVALUATION RESOURCES AND CONSTRAINTS

- Determine the resources and constraints that will affect the conducting of the evaluation.
- Advise decision makers of those resources that are available and those that are required to conduct the evaluations.
- Develop procedures for collecting data not available through existing sources.

DEVELOP A MANAGEMENT PLAN

- List major evaluation tasks.
- Determine time frame for tasks/functions.
- Determine type of personnel for each task.

FORMAT FOR THE FINAL PRODUCT REPORT

There are many audiences of the Johnson-O'Malley program who will wish to receive a final evaluation report. The Indian Education Committee is the focal point of the report, however, other audiences must be considered.

Perhaps the most critical issue concerning effective reporting is the need for communicating with each member of the potential audiences in a manner that will help each of them to understand program outcomes. Since support for effective programs is needed from many sources, final evaluation reports may be sent to some, if not all, of the following audiences:

- Indian Education Committee
- Project staff
- Cooperating school districts
- Tribal Council
- Contractor
- Indian community
- Bureau of Indian Affairs

It is important to report to these people if the Indian Education Committee expects full support for its program. The best possible support comes through understanding which will be accomplished more effectively by reporting to as many people as possible.

In order to achieve understanding with various audiences, the same basic information should be reported to all groups, but the format may vary to insure maximum communication of appropriate information.

Writing the report is an important task. Organization of the data is the first consideration. The following topic headings will assist in organizing the report.

- Program Goals and Objectives
- Program Description
- Program Evaluation Procedures
- Program Accomplishments
- Conclusions
- Recommendations

The Product Report summarizes information measuring the effectiveness of the completed Johnson-O'Malley program and estimates the effects that may be expected in the future. The report also reviews the development of program goals and objectives, describes the program activities, delineates the evaluation procedures, describes the program accomplishments, and ends with conclusions and recommendations.

The purpose of each section of the final report is discussed below.

Program Goals and Objectives provides the reader with a clear picture of program purposes. This information includes a statement of the objectives and any special needs that were receiving attention.

Program Description examines the population participating in the program, the personnel assigned to it, the length of time in which the program operated, and the activities and materials utilized in the program.

Program Evaluation Procedures provides a brief description of the procedures which were followed in evaluating the extent to which the stated objectives were fulfilled and the program activities were implemented.

Program Accomplishments describes the results achieved by the program and the degree to which the original objectives were met. Relevant unanticipated outcomes are also included in the report.

Other Findings includes data from surveys, records, and interviews which may not logically fall under the heading of planned Program Accomplishments.

Conclusions discusses the significance of program accomplishments. Specifically, this section examines operational variables that may explain why objectives were or were not met.

Recommendations suggest potential changes in both program operation and materials in regard to program design, revision of objectives, and/or revision of evaluation procedures.

PRODUCT EVALUATION - PREPARING THE FINAL REPORT

Some Considerations

Preparation of the final report is an important step in Johnson-O'Malley program evaluation. Since evaluation involves a communication responsibility, information should be gathered that will be useful to specific audiences and then should be reported in a form that is easily understood.

— Report verification with those people operating the program is particularly valuable when recommendations are being generated.

— The report writer should verify that the report communicates with the Indian Education Committee.

— The report writer is to review the full report with the project director before the report is submitted. This process will avoid potential communication difficulties.

— The final report has many uses but essentially it is designed to provide information to people who want to know if the program achieved the intended outcomes.

Some Suggestions

1. Goals and Objectives
   a. Review and translate the goals and objectives into the language of the reader.
2. Program Description
   a. Describe the population participating in the program. Include the number of pupils, grade level, nature of the program, and manner of administration (school district, tribal organization).
   b. State the length of the program with beginning and ending dates.
   c. Describe the significant activities, materials, and personnel used in the program.

d. Describe the site of the program if not with a school district.

3. Program Evaluation Procedures

   a. Describe the procedures which were followed in evaluating the extent to which the stated objectives were accomplished.

4. Program Accomplishments

   a. State the major successful activities.

   b. State the major unsuccessful activities.

   c. Describe unanticipated events that may have affected objective attainment (results of process data).

5. Draft Conclusions

   a. Look for operational material variables which might explain why the objectives were or were not met.

   b. Draft statements as to why the objectives were or were not met.

   c. Verify conclusions with knowledgeable program personnel, and revise if necessary.

6. Other Findings

   a. If applicable, state the results of surveys, questionnaires, interviews, and other data that do not fall under the heading of planned Program Accomplishments.

7. Verify the Report with Program Participants and Sample Representatives of the Audience

   a. Verify the program description.

   b. Verify that the information presented is that which is needed by the audience.

   c. Verify that the format and explanation can be understood by the Indian Education Committee and Indian community.

   d. Verify possible recommendations with program staff, particularly those responsible for determining how objectives could better be met or operations improved in the following year.

8. Draft Recommendations

   a. Recommend alternative activities and resources which would lead to greater achievement of objective.

      1. Examine process data collected earlier.
      2. Review interviews with staff.

   b. Suggest revision in objectives that were or were not met.

   c. Suggest revision evaluation instruments or design.

9. Final Review of Report with Project Director

APPLYING EVALUATION FINDINGS

Every evaluation report should contain conclusions and recommendations. These are usually developed by those who are reponsible for conducting and reporting the evaluation. Both conclusions and recommendations should be based on the information developed during the evaluation process.

The Indian Education Committee must now process the conclusions and recommendations in the decision-making process. Decisions will be made to expand, continue, modify, or delete various aspects of the program.

The following form will aid in this process.

1. List the recommendations as they are identified in the evaluation report. (Process and Product)
2. Check (✓) the action to be taken on each recommendation. This is determined by a majority vote of the Indian Education Committee.
3. Number the recommendations in order of priority starting with the most important recommendation.
4. Process the recommendations according to the "action" and priority. Top priority items should be implemented first, depending on the allocation of resources.
5. Priority items are cycled into the "needs" data for future program planning.

RECOMMENDATIONS FOR IMPROVEMENT

RECOMMENDATION	More Info Needed	Implement	Modify	Delete	Priority	COMMENTS
1. Continue the Johnson-O'Malley program in grades 4-6, as planned		X			1	-None-
2. Modify the program K-3, to make school more attractive for this level.	X				2	Meeting scheduled June 25 with contractor to revise activities in lower grades. Students need more "attention" at these levels.
3. Investigate the situation of one class not providing learning centers.				X	3	No investigation needed. Lack of learning center was a decision of the regular classroom teacher.
4. Consider the use of volunteer parents as aides in the classrooms for lower grades.			X		4	Organize a group of 10 parent volunteers to work in lower grades next year. Cycle "Parent Participation" into needs assessment data.

RECOMMENDATIONS FOR IMPROVEMENT

RECOMMENDATION	More Info Needed	Implement	Modify	Delete		Priority	COMMENTS

APPENDIX

Examples:

- Project Description — Needs Assessment
- Affective
- Project Description — Parent Education

Forms:

- Project Description — Needs Assessment
- Project Description — Objectives
- Project Description — Needs Assessment
- Project Description — Goals-Objectives-Approach-Activities
- Johnson O'Malley Program — Weekly Tickler
- Johnson O'Malley Monitoring Form
- Listing of Students to Participate in Program
- List of Government Property
- Program Management Chart
- Management Plan for Decision Making
- Year End Evaluation
- On Going Planning
- Employee Time Sheet
- Individual Payroll Record
- Purchase Order
- Project Budget
- Line Item Account
- Accounting Log

EXAMPLE

PROJECT DESCRIPTION — NEEDS ASSESSMENT

PROJECT COMPONENT: AFFECTIVE

COLUMN A NEEDS EXISTING CONDITIONS	COLUMN B ASSESSMENT PROCEDURES AND DATA SOURCE	COLUMN C PRIORITY
70% of the Indian students have negative attitudes towards reading.	Student Survey - January 1977	1
80% of the Indian students have a poor self-concept and lack positive experience in school.	Parent Survey - May 1976 School Records	2
The school lacks equipment, materials, and curriculum related to Indian cultures.	School Inventory - September 1976	1
Indian students in grades K - 6 are achieving two-grade levels below actual grade placement in reading.	CTBS - May 1976 (California Test Basic Skills)	2

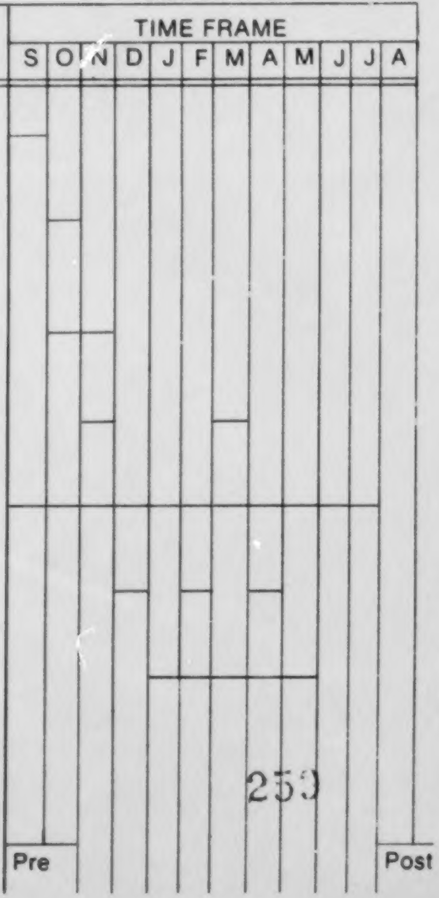
PROJECT DESCRIPTION — OBJECTIVES

PROJECT COMPONENT: AFFECTIVE

GOAL STATEMENT:

COLUMN A PERFORMANCE OBJECTIVES	COLUMN B ACTIVITIES/PROCEDURES (INCLUDE EVALUATION AND REPORTING PLAN)
1.0 By June 1, 1978, Indian students shall demonstrate an increase in positive attitudes towards "self" and reading as measured by student survey and staff observations.	1.1 Parent Education Committee screens and hires 3 Indian aides.
	1.2 Parent Education Committee and selected school representatives identify supplemental materials for Indian needs.
	1.3 Program obtains 20 supplemental reading kits (low level/high interest).
	1.4 Each classroom develops listening and reading centers for individual and small group work.
	1.5 Each classroom develops monthly displays of Indian culture.
	1.6 J O M students take 3 field trips to historical and cultural Indian sites.
	1.7 J O M aides and consultants develop reading units from experience in (1.6).
	1.8 Aides work once a week at Centers with students on individual basis.
	1.9 Administer and analyze student surveys on a pre/post basis.

COLUMN C



PROJECT DESCRIPTION

NEEDS ASSESSMENT

COLUMN A NEEDS	COLUMN B DATA SOURCES ASSESSMENT PROCEDURES	COLUMN C PRIORITY
70% of the Indian students have negative attitudes towards reading.	Student Survey - January 1978.	1
80% of the Indian students have a poor self-concept and lack positive experiences in school.	Parent Survey - May 1976.	2
The school lacks equipment, materials, and curriculum related to Indian cultures.	School Inventory - September 1978.	1
Indian students in grades K - 6 are achieving two grade levels below actual grade placement.	CTBS - May 1976 (Comprehensive Test of Basic Skills).	2
80% of the Indian students in grades K - 6 are achieving two grade levels below actual grade placement in reading.	Comprehensive Test of Basic Skills as confirmed by student records - 1976-77.	1
15% of the Indian students have speech, hearing, or vision defects.	Health Screening Records - Fall 1976.	2
Teaching resources geared to Indian needs and interests are limited. Indian students are presently using the State Adopted Reading Text.	School Inventory Records. Teacher Questionnaires.	1
80% of the Indian students entering high school indicated "little" or "no" knowledge of careers.	Student Survey - January 1978.	1
Students attending the Deep Valley High School receive less than 5 hours of career education per year.		
75% of the Indian community between the ages of 18 - 25 are unemployed.	Public Employment Records. Tribal Council Records.	1
3% of the Indian high school graduates go on to a college or a university.	School Counseling Records - 1977-78.	3
25% of the Indian students do not graduate from high school.	School Records - 1972 - 1975.	2
Indian parents lack awareness of the school's programs.	Parent Survey - 1977.	2
Currently, only 10% of the Indian parents are participating in the J.O.M. program (17 parents).	Parent/Community Survey - September 1977.	2
95% of the Indian community are not aware of the J.O.M. program or services available to Indian students.	Records of the Indian Education Committee. Parent/Community Survey - 1977.	1

PROJECT DESCRIPTION

GOALS - OBJECTIVES - APPROACH - ACTIVITIES

COMPONENT: Parent Education/Participation

GOAL:

To develop parental support and awareness of Indian programs.

OBJECTIVE:

1.0 By December 15, 1979, there shall be a 100% increase in parent participation in the J.O.M. program and Indian Education Committee as measured by records of I.E.C. meetings and activities.

APPROACH & ACTIVITIES: (methods and procedures to achieve the objective)

It is the intention of this component to affect the attitudes and academic achievement of Indian students through parental involvement and support. This will be achieved through building Indian Education Committee membership and informing the community of the various aspects and accomplishments of the J.O.M. program. Interesting and meaningful parent education programs will develop both interest and expertise among the Indian parents.

Activities:

1.1 Develop a mailing and phone list of all parents of Indian students.

1.2 Conduct monthly parent information sessions designed to "get parents out."

1.3 Develop a J.O.M. Indian education community newsletter to be mailed monthly.

1.4 J.O.M. staff make home visits to each parent at least twice a year. Quarterly sessions and visits will be held with parents of underachievers.

1.5 Provide home materials to parents allowing them to work at home with their children. Conduct parent education sessions on the use of the home materials.

1.6 Conduct two J.O.M. community functions where food, student demonstrations, displays, and activities are plentiful.

1.7 Issue certificates of participation to all participating parents. Offer door prizes and educational gifts to new members and guests.

1.8 Have the parents sponsor school activities such as cooking, displays, plays, projects, demonstrations, guest speakers, etc.

1.9 Each classroom will develop a parent volunteer program.

1.10 Parents will be involved in the planning, implementation, and evaluation of the J.O.M. program.

PROJECT DESCRIPTION — NEEDS ASSESSMENT

PROJECT COMPONENT: ______________________________

COLUMN A	COLUMN B	COLUMN C
NEEDS EXISTING CONDITIONS	ASSESSMENTS PROCEDURES AND DATA SOURCE	PRIORITY

PROJECT DESCRIPTION — OBJECTIVES

PROJECT COMPONENT: ______________________________
GOAL STATEMENT:

COLUMN A	COLUMN B	COLUMN C											
PERFORMANCE OBJECTIVES	ACTIVITIES/PROCEDURES (INCLUDE EVALUATION AND REPORTING PLAN)	TIME FRAME											
		S	O	N	D	J	F	M	A	M	J	J	A

PROJECT DESCRIPTION

NEEDS ASSESSMENT

COLUMN A NEEDS	COLUMN B DATA SOURCES ASSESSMENT PROCEDURES	COLUMN C PRIORITY

PROJECT DESCRIPTION

GOALS - OBJECTIVES - APPROACH - ACTIVITIES

COMPONENT: ______________________________

GOAL:
OBJECTIVE:
APPROACH & ACTIVITIES: (methods and procedures to achieve the objective)

JOHNSON - O'MALLEY PROGRAM
WEEKLY TICKLER

____
Date

	DONE
LEFT OVER FROM LAST WEEK	
FROM MANAGEMENT CHART	
OTHER THINGS	

JOHNSON-O'MALLEY MONITORING FORM

DATE ________________

PROGRAM ACTIVITY	WHO RESPONSIBLE	IS ACTIVITY TAKING PLACE AS PLANNED		COMMENTS
		YES	NO	

LISTING OF STUDENTS TO PARTICIPATE IN PROGRAM

Name Of School: ______________________ Fiscal Year 19 ______

County: ______________________ Contracting Agency: ______________________

Name of Student	Date of Birth	Year In School	Eligibility for Program	
			Previously Certified	Student Data and Birth Cert. Attached

LIST OF GOVERNMENT PROPERTY

Fiscal Year 19 ____

Description (A)	Justification (B)	Number of units (C)	Unit cost (D)	Total cost (E)
			$	$

PROGRAM MANAGEMENT CHART

____
(Year)

Program ______________________________ Component ____

No.	Activity/Tasks	July	Aug.	Sept.	Oct.	Nov.	Jan.	Feb.	Mar.	Apr.	May	June	Person/Position Responsible

Educational System Planning, Inc.

BEST COPY AVAILABLE

MANAGEMENT PLAN FOR DECISION MAKING

Activity (Priority Order)	Evaluation Specifications	Person Responsible	Completion Date

Educational System Planning, Inc.

School

District

YEAR END EVALUATION

Objectives and Questions	Source of Data	Achieved		Results & Recommendations
		Yes	No	

Educational System Planning, Inc.

School

District

Component

ON GOING PLANNING

Questions	Sources of Information	Date Due	Person Responsible	Results and Recommendations

EMPLOYEE TIME SHEET

PAY PERIOD: ______________________
From To

Name of Employee: ____

HOURS WORKED: (Date)	REGULAR HOURS	O/T HRS	Overtime Authorized By: (Signature)	CHARGE PAYROLL COSTS TO: Refer To Budget Planning Worksheet Account	Obj	Activity
TOTAL HOURS WORKED						

REASONS FOR OVER-TIME REQUIREMENT:

(1) ____

(2) ____

(3) ____

(4) ____

Signed: ______________________ Date:
Employee Name

Approved: ______________________ Date:
Project Director

This form will be completed from information on the Employee's Time Sheet. Using tax schedules determine withholding and other taxes to be deducted.

Classification: ____________________
Rate of Pay: $____________

INDIVIDUAL PAYROLL RECORD

Name of Employee: ____________________________ Address: ____________________________________

Telephone Number: __________ Social Security Number: __________ Number of Dependents: ____

Marital Status
M____ S____

Name of Nearest Relative: ____________________________ Telephone Number: __________________ To Be Contacted In An Emergency

Date Check Issued & Number	Hours Worked		Rate/Pay		Gross Salary	Fed. Tax Withheld	State Tax Withheld	Social Security	State Disability	NET PAY
	Reg.	O/T	Regular	Overtime						

Total Quarterly

PURCHASE ORDER

NAME OF VENDOR, COMPANY, SUBCONTRACTOR: ____________________
ADDRESS:
Street, P. O. Box ____________________
City, State, Zip Code ____________________

Telephone Number: ____________________ Salesman: ____________________

Discount: ____________________ Costs To Include Postage, Freight and Cartage
Submit Invoices In Triplicate

Item	Item Description	Unit Cost	Number Of Units	Total Cost

TOTAL PURCHASES AUTHORIZED $__________

COST JUSTIFICATION REFERENCES: **Account Classification** **Objective** **Activity**
(See Budget Planning Worksheet)
____

APPROVED:

____________________ Date: __________
Authorizing Official

MATERIALS, SERVICES DELIVERED: Date: __________
Accepted & Payment Approved: ____________________
Name

____
Title

PROJECT BUDGET

FISCAL YEAR 19 ____

ACCOUNT CLASSIFICATION	PROPOSED BUDGET	REVISED BUDGET
Certificated Salaries	______	______
Classified Salaries	______	______
Employee Benefits	______	______
Materials & Supplies	______	______
Pupil Transportation	______	______
*Contracted Services	______	______
Equipment	______	______
Indian Education Committee	______	______
Costs for Needy Students	______	______
**Indirect Cost (%)______	______	______
TOTAL BUDGET	______	______

____________________ ______
CHAIRPERSON, INDIAN EDUCATION COMMITTEE DATE

____________________ ______
CONTRACTOR, AUTHORIZED REPRESENTATIVE DATE

*detail sub-contracts on line item justification on page 17.
**attach approval documentation for indirect cost rate.

LINE ITEM ACCOUNT

Schedule A

School:____________________________ Fiscal Year:____________________________

Funding Source:________________________ Budgeted Amount:________________________

Line Item: Contracts for Personal Services

A	B	C	D	E	F	G	H
Date	Reference	Who/What	Amount Encumbered	Actual Amount Expended	Net Charge to Balance	Balance	Notes

ACCOUNTING LOG

Date	Check No.	Cash Receipts		Expenditures		Balance		Description

"END OF DOCUMENT".